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ABSTRACT

This career education conference was for school counselors, vocational education workers, public school teachers, school administrators, and others interested in advancing career possibilities for students in schools in New Mexico. Recognized authorities in career education were invited to be participants and to share with conference enrollees the current professional thought regarding Career Education. This report of the conference proceedings contains the major addresses by the participants. Among them were: (1) Overview of APGA Activities in Career Education and Guidance by Patrick McDonough, (2) Exemplary Programs for Career Development in Secondary Schools by Norman Gysbers, and (3) a Developmental Approach to Career Development by Don Dinkmeyer. In addition, a number of summary conclusions are presented such as the suggestion that the conference should serve as a model to be emulated of how state departments and universities can beneficially work together in educational tasks. (Author/BW)

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CONFERENCE PROCEEDINGS

NEW DIRECTIONS IN PLANNING FOR A WORLD OF WORK

CG 007 573

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CORBETT CENTER
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

APRIL 27, 28, 1972

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INTRODUCTION

American public education is receiving criticism for its failure to provide adequate educational experiences for individual students. Such criticism is not new to educational programs planned to meet the demands of contemporary society. However, the special cry which is being heard in the decade of the seventies is that there is a lack of "relevance" between what students learn in the school environment and what is actually required to meet the challenges of earning a living in a highly competitive society. Educators, responding to such criticism, are turning to career development as a basic technique for making educational experiences meaningful and "self-fulfilling" to American youth.

Many problems exist for professional workers in implementing "career education" programs. One major problem exists in the understanding and definition of the term. Some writers struggle with specific delimitations of terms and others use interchangeably such titles as "career development," "educational development," and "career education." (Herr-Cramer, 1972, p. 28)

Attempting to arrive at some common understandings regarding these newer emphases in the educational process, a CAREER EDUCATION CONFERENCE was planned jointly by the Department of Counseling and Educational Psychology at New Mexico State University at Las Cruces and the New Mexico State Department of Education-Guidance Services Division at Santa Fe. This Conference was conducted on the NMSU campus on April 27-28, 1972, and was for school counselors, vocational education workers, public school teachers, school administrators, and others interested in advancing career possibilities for students in schools of New Mexico. Financed by the State Department of Guidance Services, recognized authorities in career education on the national, state, and local levels were invited to be participants and to share with conference enrollees the current professional thought regarding Career Education.

This report of the conference proceedings contains the major addresses by the participants and is provided for the professional growth of educators and the friends of education in New Mexico. The distribution of the report is made possible by the Educational Research Center, College of Education, at New Mexico State University.

Ref: Ewin L. Herr and Stanley H. Cramer, Vocational Guidance and Career Development in the School: Toward a System Approach. Boston: Houghton-Mifflin, 1972.

CONFERENCE ON NEW DIRECTIONS IN PLANNING
FOR THE WORLD OF WORK

New Mexico State University
April 27, 28, 1972

OVERVIEW OF APGA ACTIVITIES IN CAREER EDUCATION AND GUIDANCE

Patrick J. McDonough, Ed.D.
Acting Executive Director
American Personnel and Guidance Association

Thank you, Dr. Saunders.[1] It is a pleasure to be in Las Cruces, New Mexico at this very important conference on Career Education. The joint sponsorship of this meeting by the New Mexico State Department of Education and the Educational Psychology Department of the New Mexico State University should serve as a model to be emulated of how State Departments of Education and Universities can beneficially work together in educational tasks. Dr. William Cross is to be especially complimented for organizing this timely meeting. Career Education and especially the central bastion of the concept of Career Education, Career Guidance, holds great promise for American Education, its youth and adults. Certainly, it is most important that this Las Cruces conference has brought together all of these central figures -- school and employment counselors, school administrators, and parents -- who will be responsible for the implementation of Career Education and Career Guidance concepts and their success or failure.

Background and Current Role of APGA

Some have said that Guidance Counselors are "Johnny Come Latelys" on the scene of Career Education. Nothing could be further from the truth! The roots of Career Education are deeply imbedded in the development of the parallel rises of the vocational education and vocational guidance movements in the early 1900's. Both were responses to the industrialization of America and the recognition by business and industry of the inadequacy of apprenticeship programs in supplying trained

manpower because of the increasing technical complexity of jobs. Vocational education supplied a platform and impetus for launching youth into the world of work; guidance insured appropriate course selection, training, direction and placement in this world of work. Thus the work of Frank Parsons and Jane Addams in the early 1900's and the organization and formation of the National Vocational Guidance Association in 1913, the forerunner of the American Personnel and Guidance Association and now one of its nine major national divisions, set the stage for the Career Education concepts of today.

However, all activity didn't occur in the early 1900's. The seeds planted early served as "seed corn" causing the vocational guidance movement to flourish. The professional journal, Occupations, came into widespread national use: NVGA's membership increased and the Association expanded to a broader scoped national organization, the American Personnel and Guidance Association, and its current 28,000 national memberships. Over the years the APGA, and its national division NVGA, have been involved in many national and/or regional conferences on Career Education concepts.

In recent years five major seminars immediately come to mind because of the published proceedings resulting from them.

1. Conference on Vocational Aspects of Counselor Education - Warrenton, Virginia, December 12-15, 1965.

2. Invitational Conference on Implementing Career Development Theory and Research Through the Curriculum - Warrenton, Virginia, May 1-4, 1966.

3. APGA-AVA National Seminar of Vocational Guidance - Marquette, Michigan, August 21-26, 1966.

4. APGA-AVA National Seminar on Vocational Guidance in the Preparation of Counselors - Columbia, Missouri, August 20-25, 1967.

5. USOE sponsored National Conference on Guidance, Counseling and Placement in Career Development and Educational-Occupational Decision Making - Columbia, Missouri, October 20-24, 1969.

Additionally, APGA has been maximally involved with Career Education in a host of other ways, both for its members and the public at large. Some of these ways include the development of a National Career Information Center located at APGA headquarters and beginning operation July 1, 1972; a series of Career oriented films -- Why Not Enjoy Rewarding Careers (WERC), the Distinguished Contributors to Counseling Films -- featuring theoreticians in Career Development such as Donald Super and John Holland discussing their ideas; bibliographies on Career Education and references for special interest areas -- such as minority groups, the elementary school, selected references on career guidance and occupational literature; a new Cassette series featuring such names as Eli Ginsberg, Ken Hoyt, Elizabeth Koontz, Lorraine Hansen and Charles Odell; the regular and annual National Career Guidance Week (October 22-28, 1972); a host of new and old publication titles including Career Guidance Practices in School and Community, NVGA Bibliography of Current Career Information, Looking at Private Trade and Technical Schools, The Teachers Role In Career Development, Perspectives on Vocational Development, Counseling Girls and Women Over a Life Span and a host of other publications, guidelines and regularly recurring journals and newsletters featuring Career Education and Career Guidance/Career Development information. Conventions and state branch meetings and Field Seminars have career education themes as well.

For the use of participants of this conference, I have brought along for distribution selected bibliographies in the Career Education area plus a document entitled "An Overview of APGA's Involvement in Career Education," which describes our contribution in greater depth. Additional copies of these lists can be obtained from APGA for the cost of xeroxing the copies.

APGA has made other contributions to the Career Education push.

1. The Association has developed two major concept papers over the past two years which are related to Career Education.

-- The First - Guidance and Counseling: Present Status and Future Directions, authored by Norman Gysbers, President of NVGA, was developed for the President's National Advisory Council on Vocational Education's Subcommittee on Guidance and Counseling.

-- The Second - Career Development: Implications for Educational Legislation, was developed by an APGA Task Force on Career Development, Chaired by Niel Carey of the Federal Relations Committee.

2. APGA has been represented as one of 25 selected national professional organizations, in the 16 regional Career Education Conferences, currently being staged throughout the United States and sponsored by the USOE.

3. Fifty State Career Guidance Conferences, under the direction of NVGA President Norman Gysbers are currently under way, sponsored by USOE.

4. A new unit on Career Guidance was announced by Associate Commissioner of Education Robert Worthington during the APGA Convention in Chicago last month. APGA has been actively working on this type of visibility for over three years.

5. APGA has repeatedly testified before Congressional House and Senate appropriation and authorization sub-committees, the last being Tuesday of this week in the House of Representatives, speaking to the importance of dollars for guidance and counseling programs.

Purpose and Need

All of what I have said so far accents what APGA is doing in Career Education and what it has been or will be doing. These activities would be hollow if there wasn't a need for the emphasis that Career Education is getting. But there is a need, because even within some dimensions of guidance and counseling and more importantly the whole education enterprise, there is evidence to support that education is not meeting for youth one of the major purposes of education -- preparation for

a career and appropriate livelihood. In this, I subscribe to U.S. Office of Education Commissioner Sidney Marland's goal of 100% placement for all youth -- that is, job placement for all drop-outs and graduates who so choose this course; placement in post-secondary training experience, apprentice training or college for all others. If 100% placement does not become a reality, we have failed!

Is the need to achieve this goal there? Let me cite some current facts.

1. Take the case of our most serious embarrassment -- the Vietnam Vet. In a special report, "Employment Problems of the Vietnam Veteran," issued February 1, 1972 by NACVE, the following facts emerged:

Vets are:

a. Largely unprepared and unskilled for work.

b. Typically have less than a high school diploma.

c. Are from lower middle class or disadvantaged background.

d. Vets, aged 20-24 years, had 12.4% unemployment rate in second quarter of 1971 and approximate about 320,000 of all known unemployed.

e. About 24% of unemployed vets have been job seekers for 15 weeks or more.

2. The Unemployment Picture

The Congressional Quarterly, Weekly Report of April 8, 1972 identifies the overall national picture. It is not encouraging.

a. 5.4 million lacked jobs in February 1972 or 5.7% of the national labor force of 88.1 million.

b. The average unemployment rate for 1971 was 5.9%, the highest annual average in a decade.

c. The greatest increases percentage-wise in unemployment, by job categories from 1970-71, were in blue-collar workers (1.2% increase) and professional/technical (0.9% increase).

d. Unemployment for teenagers was 16.9% with 15.1% in whites and 31.7% for minorities.

3. Over-Schoolization of Youth

a. Over 80% of secondary students are enrolled in college preparation or general curriculum preparing for college, yet only 17% of these will get a degree.

b. The Department of Labor recently pointed out that for right now and the forseeable future (at least the 1970's) 80% of the tasks required by our society can be performed by people with a high school diploma.

c. The college drop-out rate (40% prior to Junior year, 50% prior to graduation) remains a most stable statistic in American education.

4. Inappropriate or No-Skill Training

a. Drop-outs in high school still at 20%-30% rate nationally despite considerable attention.

b. Vocational and trade training in most schools is irrelevant or for jobs which soon will be obsolete.

c. About one-half of our high school students per year or 1,500,000 leave without saleable skill or occupational training.

The aforementioned demand that all of us within and outside education re-orient and re-direct our thinking so that Career Education

1. Becomes what it should be -- a life-long process.

2. Provides education and training which is appropriate to the talents and ambitions of every youth and adult.

3. Prepares all individuals who leave the school setting, at whatever level, with appropriate skill training to obtain useful work.

4. Equips each youth with sufficient information, hands on experience, and possession of adequate decision-making skills to make appropriate career decisions based on his own "free choice".

5. Is relevant to the real world, and has programs staffed by career-oriented educational personnel, suitably trained and motivated to assist all youth.

Then Donald Super's definition of career development will become relevant for all youth and adults. For he defined career development as:

> "the total sum of those experiences of the individual associated with his preparation for, entry into, and progress throughout his occupational life."

Somewhere in the interim period, between the early roots of Career Education in the 1900's, education lost sight of the career goal. I do not think this distorted vision was as pronounced within the guidance and counseling field as in other educational fields, but still, I am tempted to muse just as W. R. Stephens did in his excellent work on Social Reform and the Origins of Vocational Guidance (1970-NVGA),

> "But whatever the reasons, it seems imperative to ask whether or not the uncompleted tasks of occupational reform in industry, slum and ghetto clearance, and the reform of school organization and curriculum should not become once more a dominant concern of the guidance profession as it strives for the increasing realization of the democratic values."

The third aspect of my paper is a series of recommendations for counselors, administrators and counselor educators. I call these --

Recommendations for the Future

1. For you counselors, I recommend:

a. All become involved in state branch, national division, and APGA activities in order to stay professionally relevant and up-to-date.

b. All work, continuously, to try to understand the youth and adult population served and where they are at.

c. All participate in regular programs of academic and field experience re-training, especially as it relates to occupational information and first-hand occupational activities.

d. All become thoroughly familiar with the occupational opportunities and setting indigenous to the area, to better serve youth and adults.

e. All work for 100% placement of all high school youth -- jobs or post-secondary training.

f. All work actively in lending your career development and occupational expertise to classroom teachers and administrators so that classroom instruction will be career relevant and the school curriculum will become career oriented.

g. All conduct regular placement and followup activities of their school populations.

h. All promise to devote perhaps one-half day of work a week for the rest of their life in self-education and professional betterment, especially along Career Education lines.

2. For you administrators (state or local level), I recommend:

a. All encourage academic and field re-training experiences for your staff, especially counselors, through professional released time provisions and relevant in-service experiences.

b. All provide appropriate clerical and paraprofessional back-up support so counselors can use the skills and training which they possess.

c. All provide appropriate tools and materials so counseling function can be appropriately equipped.

d. All encourage innovation, experimentation and freedom of expression so that the youth served may profit from the progressive professional educational experiences always developing in the school.

e. All remain flexible and don't become encumbered with "cast in iron" attitudes or traditions which stifle staff growth.

f. All encourage and provide opportunities for inter- and intra- school and professional contacts at the local, state, and national levels through professional meetings, conferences and visitations.

g. All provide for dissemination and delivery systems to get appropriate materials, guidelines and other career guidance information to counselors who need them.

h. All encourage development of pilot projects for new ideas; encourage new techniques such as gaming and stimulation; and encourage use of appropriate resource teams and consultants in staff development.

3. Lastly, for you <u>counselor educators</u>, I recommend:

a. All provide a complete program of pre-service and in-service experiences which emphasize field experience, internship, practicum, new technology, and occupational information and fact-gathering skills.

b. All train counselors in consultative skills of working with teachers, curriculum specialists, administrators and parents.

c. All, every five years at least, return to the public or employment counseling settings for six months to one year to become knowledgeable about current demands on and problems of counselors and the populations served.

d. All provide appropriate organizational theory, human development and supervisory skill training in counselor training to facilitate the counselor's personal career development plans.

e. All provide programs for training of a range of career guidance workers -- para-professional, bachelors degree counselor, master counselor, counselor supervisor, guidance administrator and counselor educator -- thus enhancing a career lattice for counselors.

f. All provide training to equip counselors to work with a range of career guidance problems of youth and adults -- the handicapped, minority groups, the aged, women, under and unemployed.

g. All involve practicing school counselors in the counselor preparation programs.

All of this is what I see about Career Education from an APGA view. When accomplished, historians will say of American educators as Winston Churchill said of the English people after the tremendous World War II London bombings --

"This was their finest hour."

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[1]Dr. Jack O. L. Saunders, Dean, College of Education, New Mexico State University, Las Cruces, New Mexico.

CAREER EDUCATION AND GUIDANCE IN NEW MEXICO

Mr. Doyle R. Eakens
Director of Guidance and Counseling
New Mexico
and
Mr. W. Kenneth Bull
Director of Vocational Guidance
New Mexico

Mr. Eakens.

I'm sorry that the two people from the Vocational Division couldn't be here. I would like to say that we work very closely with them in the Department of Education. In fact, half of the budget for my department, as far as salaries are concerned, is from the Vocational Division. So, Mr. Bull -- or Ken as I'm sure he would prefer to be called -- is fully responsible for the area of vocational counseling in the State of New Mexico. This is an area that is becoming extremely important, not only from the need that we have seen developing over the years, and that we have known to be there all these years, but also the emphasis on a national and state-wide basis, from our State Board of Education on, is in the areas of vocational and career information and education. So there are some special projects that are going on in the State now that Ken is very much more aware of than I, and so I'd like for Ken to tell you something about these programs that he is directly supervising at this time, and about some of the programs that the State has projected for next year.

Mr. Bull.

Doyle said directly supervising; actually, it's more indirect. Much of it is funded directly through Mr. Shelly Weissmann, who, as Dr. Cross said, was to have been here, in special needs through vocational education. And that's because, in the national office when they started career education, they tried to relate it a little more closely to vocational education -- even though they said it was going to run the entire scope of career -- so they funded it

through the Vocational Education Division in the national office. And therefore, the monies are coming through the Vocational Division in the state offices.

There are a number of projects in the State. Many of you are probably aware of the one in Bernalillo, which was funded through the U.S. office a couple of years ago. It came directly from the U.S. office, not even going through our state office. One started in Taos, and the project director of that, Paul Shelford, is here in attendance. I don't know if he's expecting us to direct him, or if we can maybe use him to direct us. Taos is to get off the ground -- I guess it really got off the ground in January with a lot of research on Paul's part, and will get into the classroom next fall. We have some other projects which will be funded directly through the State Department to try to develop materials for everybody in the State. We tried to pick somewhat representative school districts, where every district could get some information from them. And the names haven't been made public yet, so you may be among the first to know. Carlsbad, because of its size and interest, has been selected as a district pilot to help us develop information for other districts to use. Ruidoso, again, partly because of the size and interest shown in the community. And hopefully, Jemez Springs, partly because of the ethnic population, because of the remoteness of the area and its relationship thereby to many other small, remote school districts in the State. Hopefully, from these three, with a lot of State Department help and support, and from the federal projects going, there will be enough information coming out that, according to the legislature, everybody will be able to institute career education in the district by the fall of '73.

(At this point, a film on the world of work was shown.)

Mr. Bull.

First of all, the State Department of Education has two copies of this film, available to school districts on their request.

Relative to what the film said, what more could be said? How do we relate guidance to it? The guidance counselor has been in this position since guidance counseling began. But hopefully, by moving career education into the classroom, the guidance counselor will be used as a consultant so we can reach the 90 per cent of students who attend school regularly, rather than the 35 to 40 per cent who really get into the guidance office to take advantage of it. When I point out a figure like that, someone's always saying, "Well, I've seen every one of my students this year." And my question is always, "How many did you have to call in simply so you could say that?" And the answer is usually about 35 to 40 per cent of the students. This is not totally because of the students, but because of the time limitations placed on the counselor. But hopefully again, we can reach every student, or the approximate 90 per cent or better that attend school regularly. And hopefully, the guidance counselor will be used as a consultant and his training and experience will be tested.

One thing that the film pointed out and I'd like to talk about a little more, we're continually teaching things in the classroom that relate directly to certain fields of work. A short while back, the astronauts were sent into space from Cape Kennedy. This afternoon they're to land in the Pacific Ocean. And to some teachers who mention it in the classroom, that's the full extent to which it's mentioned. Just stop and think for a minute. How many different jobs were related to getting those astronauts up there and back? How many different jobs were related to developing that spacecraft, assembling the spacecraft, training the astronauts, and retrieving the astronauts? There are many occupations related to that one basic task. And when something like this is mentioned in the classroom, obviously there are an awful lot of occupations that could be brought into focus. I don't think there's an awful lot more that we could say here, so unless Doyle has something to say, maybe we should open it to questions.

Mr. Eakens.

I do have something to say, and it's something that all of you have thought and said yourself. I think there's a

great need for the presentation of career and vocational information, as to the decision-making type of thing, from elementary grades through high school. But I think we need to be extremely realistic to the fact that teachers are in a lock-step -- fifteen minutes of English, fifteen minutes of math, this type of thing. Many of them do not feel secure in presenting any type of career information; and to me, this is the area of the greatest need for our elementary counselors and our counselors to work, in being a resource person to the elementary teachers -- not in the classroom necessarily -- but in providing them any information that you might have in in-service training sessions. So many teachers coming into the business now have never worked, especially the younger ones. They've gone to school most of their lives and haven't participated in different occupations.

Something else that the film mentioned that I think is extremely important is that this can't be done simply by the school. It's got to be total involvement: the school, home, everything. If you're working with your children, you need to make it relate to their community, the jobs of their parents, the jobs that are available in their community, everything. So to me, this is a job that counselors have done always. I can't see that there's a breaking point in saying, "Well, I'm a vocational counselor or an educational counselor." Counseling is counseling. And all the counselors that I've ever talked to have discussed job opportunities and jobs with their students when they have had the time to do it, and when they're not shuffling papers and recording grades.

So this is something that counselors and our state officials are becoming aware of, that counselors are more or less restricted in the things they can do, not only because of the time involved in other activities, but because of finances needed to acquire materials for career information-type things. You noticed in the film they had a lot of beautiful television cameras for the students to work with, a complete automotive shop, and a lot of the things that are needed. A lot of our communities have nothing like this. But this isn't a stereotype thing. Each community should develop its own model for career education and information from first grade through twelfth. Thank you.

JOINT VENTURES IN CAREER EDUCATION -- INDUSTRY AND PUBLIC SCHOOL

Mr. Don Cook
Director,
Educational Development and Planning
Radio Corporation of America

Mr. Chairman, Brethren, I take the text of my sermon this afternoon from the Book of Job, Chapter 10, line 20. That is the line wherein Job sums up his misfortune, by saying, "I am escaped by the skin of my teeth." In a way, that is a fairly adequate summary of human misery, escaping by the skin of our teeth, running headlong through the ages, one jump ahead of the Four Horsemen of the Apocalypse, just managing to survive the alien forces of nature -- fire and flood, famine drought, disease, and darkness, that alien darkness in the human soul of man's inhumanity to man. We have survived to the twentieth century A.D. By the skin of our teeth, we assemble here in modern comfort of an elegant center, here rather than in the rubble in Pakistan where men grub for edible roots; rather than in the slums of Detroit; rather than within the walls of Atica Prison, where the rumble of rioting still smolders. Here, rather than in the Rain Forests of Southeast Asia, where American G.I.'s cannot tell their allies from their enemies. But our escape to this place at this moment is only physical; we can't escape an awareness of human misery anywhere in the world today. That is one thing that electronic communications has done with the big closeup of television, dramatizing public problems in human terms, presenting human images of fear and despair that slam themselves into our consciousness and conscience. In the present impact of television, Marshall McCluen concluded that civilization, if it survives, will survive in a modern recreation of its primal form -- a tribal village. Yes, a world-wide tribal village wherein every man <u>is</u> his brother's keeper. We in this room may not be as fiercely aware of the problems in the world that are pressing in on us and the need to do something about them as our sons and our daughters and our students. We are after all adults, inured perhaps to means of misfortune. We sleep at night,

as the former President said, "We keep our cool," lucky members of the establishment in an affluent society. But the young men and women attending institutions of learning today reflect the influence of the mass media in their rebellion against the establishment, in their ardent desires to get involved, to play roles in the revolutions that are going on, to carry their own generation forward and upward, better than one jump ahead of the Four Horsemen. They feel the want to do something, not just sit there and learn a self-serving craft that will bring them an income and some share of our affluence. Let us hope that their college spirits today are more than our own sophomoric zeals back in our own youth.

There is much to be done. A growing population needs to be brought under control before it overwhelms all of our natural resources. Air, water, space, food, power submerge the individual in an intensified struggle for life. There are the racial minorities in the underdeveloped nations of the world, demanding their share of the good life, of which they now intensely are aware -- on earth and not in the sweet by and by. There are eternal poetic visions of peace on earth and goodwill to men that have kept men from despair, looking up while their feet were in the mud. The problems of modern times are battering our nation, sweeping from Maine to California and from Canada to Mexico like a tidal wave, casting individuals and institutions on their ability to endure.

Our institutions of elementary, secondary, and higher education, fortunately in my opinion, are both enduring and growing. This fact, <u>this fact</u> may be the lifesaver in current turmoil, for the basic dedication of our educational institutions is to refine human intelligence. "And in the intelligence of its people," Jefferson said, "is the security of a nation."

In this concept of refined intelligence as the hope of the future, I would like to talk to you this afternoon about the new approaches to career education. There are many names to describe this form of education. I was interested in the questions that were generated this morning from the good Doctor's presentation, talking about some of the roles the

APGA is playing. Since I too am an outsider and therefore could be considered a know-it-all, an authority is like the bottom half of a double boiler. We know that something's cooking, but we're not sure of what it is. My own corporation is involved in education for two reasons. Very honestly, they are in it to make a profit, because that's the nature of the free enterprise system. That's what the shareholders of our corporation expect with the investment they make in us. But secondly -- and to me just as important and the thing that attracted me to this corporation -- was their desire to bring the experiences of a major industrial complex to assist the educational community in helping to meet some of their problems. I would like to underline the word assist. We are not there to remove the educational establishment. We do, however, believe that we have a number of experiences and backgrounds, that properly marshalled can provide support and, in some cases, some bailing wire for the educational establishment to use.

Education is not new to my corporation. As a matter of fact, we've been in private education since the early 1900's, 1909 to be specific. The RCA Institute, which is a private technical school, was established as part of the Marconi system, to train teletype and communications people in the early development of what we call in this country Ma Bell. We have 4,000 students in residence in NYC, 785 students from 76 countries of the world come there, many of them supported by their governments to study, essentially technical education. We also have been involved since the late 50's and early 60's in manpower development. In many parts of the country, the work we're doing is pooh-poohed by the educational establishment. We operate and proudly operate three Job Corps Centers, essentially for school dropouts, people that were failed by the educational system that we support in this country. I say we're pooh-poohed, simply because a lot of educators don't like the way we go about the Job Corps program, which is simply to find out first what turns the kids on, and then work back through that into the formal educational programs that will allow them to make their way in our society.

We also have been operating some programs in correctional institutions, in both the educational and career education components. In the State of Pennsylvania, we currently operate a center for young men 12 to 18 years of age, sentenced by the Courts for an indefinite period. Of the 300 young men in attendance at this correctional youth center, we average 25 to 30 that are in for murder. We deal with 15 to 50 that are in for rape or aggravated assault. They're not in for petty thieving. They've been down many roads, and the challenge that we have had to work with them and see if we can get them back into productive work in society is very demanding and very challenging. We do this in cooperation with educational institutions. We don't do it alone. We have found some things, though, that might be transferrable to your own areas of work within the educational community.

We're also blessed to have other parts of our educational activity, including a publishing house that is probably better known for the man that helped found the organization, but more commonly referred to in the trade as Random House. We're also fortunate to be a part of NBC, and can tap their resources of many, many audio-visual materials that could indeed, if properly developed, support some of our learning systems. And we too have a technology component, which attempts to produce pieces of material which can be used in the classroom, some of it not too well, but they're produced: television, records, tapes, et cetera.

It was about three years ago that the Dallas Independent School District asked us to sit down with them and, in concert with the Chamber of Commerce in Dallas, to talk about their new plans for a career development center. This was before it was fashionable, and before a major commitment from our Office of Education in Washington to career education. It so happened that many of the things the people in Dallas wanted to do were in line with the OE Program. They said, "First, we want to provide a career education program that will be suitable for all students at the high school level." Their program is at the senior high school level, essentially 10th, 11th, and 12th grades, with concentration at 11th and

12th grades. They said, "We want to provide a learning experience for the student who says, 'When I finish high school, if I finish, I want to go out and get a job. I'm right up to here with education.' But we also want to provide a learning experience for that student who says, 'I want to go on; I want to get more, whether it be in a technical school, community college, or university.'"

They asked us to do several things. "First," they said, "help us sell the concept of career education to the citizens and to the students of Dallas. You in industry have a marketing program on all of your product lines. We feel we need some of that expertise to help us sell the concept, not sell students on things that they shouldn't have." Don't confuse that now, as I relate to the marketing effort of the concept of career education. So after a number of months of planning, we did undertake a contract with Dallas to help them promote career education in the Dallas area.

"Secondly," they said, "once we get a number of people interested in the program, we'd like you to help us counsel the students to talk about the world of work and the programs that might be developed at the center for career development at Skyline." In concert with the Chamber of Commerce, which by this time had assigned a man full-time paid for by the school district to the project, we tapped all of the employment studies that were available to make sure that we were dealing with areas of work that could indeed provide opportunities for young people in the northern part of Texas.

We then sampled the students and found what their interests were in terms of employment. We conducted a series of counseling programs, both at every high school and junior high school in the city, as well as having the students with their parents or other interested persons, visit the center where we could talk with them individually.

Skyline is unique. In my judgment, it will never be replicated in the United States. The cost of the facility and the equipment is 21.5 million dollars. It is the most gorgeous facility I have ever seen for a high school in this country.

That doesn't mean I've seen them all, but in my job in the last fifteen years, I've toured just about every part of the U.S. It is unique in other ways. It has a commitment on the part of the community to make career education work. And although they are into the end of their first year's program, I believe they've got something. I see the commitment, the commitment on the parts of parents who are beginning to say, "You know, it isn't so bad that my daughter is thinking of a professional career that's below what we thought of as a college. The fact that my daughter is real concerned about working with youngsters in a para-professional role isn't so bad after all. She tells me she isn't ready to go to college, but through this program, she can go out and work in a childhood learning center and maybe find out what she wants to do and go on."

I think the Chamber of Commerce, working with all of the business, industry, union and professional associations in Dallas, has indicated that they believe in it. Right now, we have over 300 business, industrial, professional, and union executives -- and I don't mean just executives. I'm talking about people in all walks of life that are working in the program, not in putting their name on the letterhead, but actually working. And they discipline themselves. When they ask a person to join the committee for each of the cluster areas, they tell them that this is a working committee, and if you don't want to work, don't join. I attended a meeting two days ago, before leaving for your fair country, and at one of the meetings, the Chairman said, "Folks, we have two individuals that have missed the last two meetings. Do I hear a motion that they be removed and two people substituted?" It was a unanimous decision and zap, the thing was done. Because they said, "We want people to be involved in this program."

Now, let me tell you about their development. Our next contract with the Dallas School System was last summer, to come in on a very tight time schedule, and to put together twelve career cluster programs. This involved curriculum development for the first year programs in each of the areas. We were to recruit the faculty, making recommendations to the school district. We were to be responsible for the staff development of the faculty prior to the initiation of the

program last fall. We were to look at the existing facility and make recommendations for modifications, based on the latest data we had about the students, the programs, etc. But more importantly, list all equipment, tools, supplies, and consumables that would be required for the first year of operation, and provide purchasing and management support for the program.

We had about a hundred people stepping in and out of the project last summer for three months. Dallas said, "We have many people in the school district that could assist in this program, but we also recognize we don't have everybody that knows about the career fields we're interested in in the city of Dallas, and maybe not even in the state of Texas." And to get a Texan to admit to that is something, but they did. And they said, "You, RCA, get out and bring in the resources wherever you find them to bring in a quality job." We had people from Wisconsin, California, Nevada, New Jersey, Pennsylvania, Florida, Kansas, New Mexico, and many parts of Texas coming in to help develop the program -- content specialists, career planning and placement advisors. This was a formidable task, I might tell those of you that have been involved in curriculum development, because they gave us some other criteria to use.

"First of all," they said, "we want the entire program individualized. We want students, if you're going to appeal to that wide a range, to be able to work on their own and progress on their own. Secondly, we want it developed for measurability in behavioral terms." No longer are they satisfied in Dallas that we put in the curriculum some of the nice things about: "A Student Will Know About the History of Texas." And indeed, the teacher will certify that yes, the student does know about the history of Texas, but nobody else knows that the student knows anything about Texas history. They said, "We want to be able to come in with any professional in the field and evaluate the progress of that student, and make sure that our money is buying what we paid for."

It is indeed a very challenging assignment. Well, we managed to get through the summer's program. The cluster

programs are not finished. And at the end of the summer, they said, "Okay, RCA, you've done a pretty good job with us. We see some shortcomings that you have, and you've identified some that we have. So let's work together again." So we are now in what we call the Phase 3 part of the contract, to provide a number of experiences with the Dallas School System.

I brought along some overhead transparencies which I thought I might share with you. This is part of a quarterly report that we just made to the executives of the Dallas Independent School District and the Dallas Board of Education. First of all, Dallas would eventually like to have the Center for Career Development on performance contracting -- not all of Texarkana, not all of mathematics, English, or anything else, but in career education, where the advisory committees will be able to audit, with post-test results, the program and tell the school that indeed they are doing its job, it's relevant, it's up-to-date, and meeting the needs of both the student and the community.

As I mentioned, we had some goals for the 71-72 school year program. First was to make sure that the RCA personnel, 24 full-time people assigned to the project, coordinated their efforts in recruiting the faculty and staff. And this was rather interesting, because we involved the advisory committee in screening the applicants before the school passed any judgment. So what we did, we set up an advisory committee selection group on each one of the advisory committees, and they helped us (1) find candidates and (2) screened with us. And it was a joint recommendation from RCA and the advisory committee as to which people we thought could teach the program from a technical point of view. The school would then check out other things to satisfy their own criteria of acceptance. We had to meet the city and state standards in most cases, although there we found that the state, although having general guidelines for vocational-type teachers, had overlooked some things. We're teaching some areas that are rather unique to the State of Texas in career education, and therefore, some of the people in it, although they met the basics, we're now working with the State

Certification Department to see where they need to tighten up some of their own guidelines for employment.

We also were to provide for the school district 266 minimum to a maximum of 300 man-months of effort during the school year in our contract.

We were to continue the development of the curriculum. What they said is, "Okay, you put together the curriculum last summer. Let's field-test it. Let's take it through the classes." So as enough students would finish a module of instruction, we'd meet with the content person or the teacher, with our staff, with ETS (Educational Testing Service), who is a sub-contractor in the school district, working with us to make the curriculum measurable and to improve on it. We met with the students and tried to make appropriate revisions so it would be a better curriculum for the second year.

As I indicated earlier, the curriculum is designed with behavioral objectives. We are now in the process of finishing the test items for each behavioral objective. We also are in the process of developing between now and the end of the summer the curriculum for the second-year program, for eleven of the clusters, and the third-year program for the twelfth cluster. This is a three-year program, and the twelfth cluster is in aeronautics.

They had wanted to initiate performance contracting in the first year, which means that somebody teaching it would be remunerated based on their performance, against certain agreed-to criteria. We had told them we felt that until a program would be in field-test for awhile, and until the school district and ETS and RCA or somebody else working together with the faculty, that it was a little unreasonable to do it in the first year. Although they wanted it in the contract, we did not go into any type of performance contracting during the first year. So the first point here was to make it measurable, so they could have gone into it, but they did not.

We also had to manage the budget for each career cluster, which included the full supplies and materials that would be required, to provide the purchasing administration, following the school policies and procedures, and we were allowed a one hundred dollar average per student for supplies and materials in these programs, and we had to keep within that budget.

We were to provide supervision for the twelve career areas, supervising the faculty, providing support services, which meant in terms of all the clerical support, so that they do not do clerical chores. They are concentrating in dealing with the student, in learning, not as some of you in earlier discussion indicated, doing secretarial-clerical type jobs.

We are also providing career planning and placement counseling; we try to bring in a different concept. Many of the guidance counselors in the Dallas School System are very competent people. Their past performance, however, has been basically measured by the number of students that they help get into college, and not necessarily dealing with the bulk of the students who were going into the world of work. We tried to bring in individuals in our counseling function that would complement the counseling efforts of the Dallas School System. We do not do, for instance, many of the areas of psychological counseling that you may have to perform. They have counselors within the school district that can do that. We were concentrating on the subject of career planning and placement, and I'll tell you about some of our experiences there a little later.

We were also to provide coordination between the cluster personnel and the teachers. And by the way, we instituted differentiated staffing for the first time in the Dallas School District, bringing in para-professionals. And I agree with the speaker this morning; I think that is the way to go. First of all, they bring a level of understanding of the world of work that those of us who have never been in that world will ever be able to interpret to a student. It also, I think, allows the professional who's paid at a higher rate to concentrate on doing those things he or she should be doing.

We were to identify, select, and coordinate consultants that were used in the instructional program. This was particularly true in some of the more advanced courses.

We were to work in concert with ETS to make sure that the programs would be signed off at the end of the first year as measurable.

We were also responsible for the staff development program of the 44 faculty members assigned to our program in the Center for Career Development, providing in-service training for the people, as well as individual needs. For instance, of the 44 people, 26 had never physically taught in any kind of formal setting. As an example, in the television arts class, as part of the Communications Cluster, two of the people came from the television industry; they knew their business, but they didn't have any kind of teaching experience. And I prefer in career education to take that person, rather than to take someone who's had teaching experience, but doesn't understand the concept. Because I could take that individual, particularly where they want to do it, and give them some techniques of teaching. But I don't think it's possible to take, in the detailed fields that we're talking about, a person who's been in education and get them to the point where they can ever teach comfortably in the technical aspects of a field.

Well, we've talked in terms of some accomplishments -- and when I talk of accomplishments, these are not RCA accomplishments, but more of the Center. We are doing just what we said originally there in terms of curriculum for the first year and the second year.

To give you some idea of the faculty arrangement, we had a hard time selling the concept of staff differentiation. They had a job classification in Dallas which they had used previously, of Teacher Aid. Teacher Aid was a person assigned to the classroom under the direction of the teacher, doing clerical support work, collecting milk money, recording attendance. That was not what we wanted. Our people in the classroom are to do no administrative work, other than that

required to do a job with the individual students. So when we talked on the use of para-professionals, we got them to create a new classification. We called them career specialists, not para-professionals or teacher aids. They are specialists in their careers. And it's a new salary schedule for Dallas. And again, it's an indication of a major school district willing to change with tradition to accommodate their desire to use career education.

To give some idea of our own staff, we have three people in general management, including clerical; administration support, two; curriculum development, eight; career planning, seven; cluster management, two; and in the clusters that we have responsibilities for at the moment, there are thirteen hundred students.

Now, the program is not unlike many others that you can find in the country, in that the students come from all high schools of Dallas. There are 18 high schools in the city of Dallas. These students are all volunteers; they sign up for this program and they come to the Center for three hours a day. In other words, you have a group in the morning and a group in the afternoon. If I were to compare it with the county type of vocational school, I would make some major differences, not necessarily reflecting on your own state, but just across the country. First of all, it essentially combines students who indeed want to get a job when they finish high school with those who are going into college work. I've done some counseling with the students myself, and let me share with you several of the students' backgrounds.

In the Health Cluster area, we have a medical program. We have 103 students enrolled in that program. Two young men specifically that I've been dealing with recently want to someday be surgeons. Based on data available from a counseling point of view, they will be able to make it, barring unforseen things such as politics to get into medical school. But they both have tested IQ's of better than 140. At the 11th grade level, they have completed all of the high school requirements for the state and the city of Dallas. They are straight-A students. They have taken all the advanced math and science

available and they are involved in our medical program. I asked these young men, "What do you find that challenges you here?" And they said, "It's relevant; it's something I can deal with."

Now, we have had battles with the advisory committee on health, and I respect many of their suggestions, because they're good. But I object violently to some of their suggestions. And it follows like this: "We want them to have the history of medicine," and I say, "For what? That doesn't turn a kid on." The minute you say, "Now, back in 1800 --" He doesn't know what 1800 was like; I don't even know. And it isn't important, until he decides, "That's something I'm excited about." Then he will have the desire to know about the history of medicine. They said, "They're not mature enough to handle an electrocardiogram machine." I said, "At eighteen, they're not mature enough. But two months after they graduate, they come into your program at the hospital, and all of a sudden, they're mature enough." They say, "Don't give them any of this stuff where they take blood pressure; don't give them any blood under the microscope, because they might find a case of VD." I say, "You don't understand young people; you don't understand people. They've got to know what this is all about. They've got to have their hands on it and understand what it's about before they get excited and decide, 'That's what I really want.'" And once any child -- I don't care what background he comes from -- once he decides "That's what I really want," he'll get it in spite of the system. I really believe that, and in the Career Center, I've seen it happen.

Dallas has had some problems with their desegregation court order. Skyline Center is a campus. There are three parts to the campus. One is Skyline High School, which is a comprehensive high school and serves the students in that area. The Center for Career Development is separate, and then they have what you and I would call continuing education component, which services the post-high school program, evening school, etc. With all the problems they've had at Skyline, with the blacks and the browns and the whites and the yellows, not once have we had a problem in the Center for Career Development.

There's a message there," I said to a guy the other day. "Let's go in and find out why." I went into a class just before I left on the plane. The Architectural Technology Cluster, working in concert with the Interior Design Cluster, is building and equipping townhouses. There are 17 girls in the afternoon class in Interior Design. There are 32 young men and 1 woman in the Architectural Technology. One is doing city planning; one is on landscape planning; one works in constructive technology. This is their project. They represent all of the ethnic groups that you would find in Dallas. They're working together; they go to lunch together; they go out to the bus together. Their busses are not nearly so defaced as the busses coming to the regular high school. Why? Let's learn from the youngsters. When they have something they can get their arms around; when they have something that relates to the world in which they really live, they can work together.

A young man that I went up to speak with, a Chicano, a brown, about his architectural program, said, "Well, Mr. Cook, I'm not too good with the English," and I said, "Well, I'm not either, but let me talk to you awhile." He said, "You know, I've never had the chance to work on my own. I'm not embarrassed anymore that I can't keep up with that guy over there, and I know he's a straight-A student." He said, "Look at my work; I'm bringing my parents out to look at my work." This is a kid at the twelfth-grade level. His parents have never been in the school before. I said, "What makes you think they're going to come now?" And he said, "Because I told them I wanted them to come. They'll come, Mr. Cook, because I want them to come, and I'm proud of my work."

Career education is not a cure-all. But I do see many things coming from this program that can help us deal with the rest of the students to try to get them to focus on what they want to do with the rest of their life.

We had another experience. I said to the career planning and placement group, "Let's try some things that allow the students to begin to look at themselves and the issues." We are instituting a life goals workshop for 11th and 12th grade student, starting late May. We're taking twenty volunteers,

on a weekend of their own time, Friday and Saturday nights. Now, I've looked at the literature; I know there have been some attempts at life goals workshops for college-level students; I can not find anything in the literature about life goals workshops at that level. Being conducted by a behavioral scientist, it will do several things. One thing, I asked the man who's going to conduct it to let the students get out on the table how they see themselves. I don't want sensitivity training unto itself, but I want them to be able to put out on the table for their own review, and to test it with their peer group: what are the things that really turn them on; what are the things that they've got hang-ups about?

Taking the data, along with the data that we'll collect about their background, their progress in school to date, their basic tests results, and other things that we'll interpret with them, allow them to take that data and then see if they can relate it to: what are the options open to me if I want to do something about this area? Now, I know individual counselors do it; the good ones do it with students, but we're going to try it on a little different scale with a group of students. If it works, and I'm hopeful it does, we're going to conduct in-service programs for the guidance counselors of all the schools, and allow them then, working under the direction of a behavioral scientist, to run these programs and multiply them. It may bomb out and I recognize that. If it does, we'll try something else.

But at least, we're going to try something, because right now, most of the youngsters that we come into contact with only see their guidance counselors to get approval of their schedule for next year. And I know, from being in the field myself, that you get saddled with many clerical responsibilities. And I know I'm obnoxious and out-of-line and not diplomatic in saying what I'm going to say, but I've been there, so I can talk about it. Most of us would prefer to be paper-shufflers at heart, because we don't have the guts to stand up and say what is appropriate for counseling. And until we do, we're going to continue to do the menial, crappy jobs around the school system. And I say that with all due respect as professionals in the field. And I hope that you'll accept it in

the way I'm trying to translate it among the professionals -- ourselves. We are seen, in many cases, by the parents, as being ineffective; we are seen by the students as being ineffective.

One observation I'd make -- and again, I'm humble in making my observations. I don't have the answers. I look at this audience. Most of us are waiting at the second phase of life. The most rewarding career counselors that I've ever seen are younger people, and we're not finished with life. Find ways in which to use your students. We have YTY, Youth Teaches Youth; why not Youth Counsels Youth!

The second thing is, I'd like to do a survey. How many of us in this room have ever had three or more years of work experience? Don't give me that summer jazz. Work experience on a full-time basis outside of education. And yet we're expected to translate to young minds about the world of work, and we've never been there. It's like me trying to tell what the moon is like to a group of astronauts, and they've already been up there collecting samples; I can't do it. Now, there are ways in which we, the school establishment, should provide you experiences to get out there and it's not just a summer experience. I know, because we bring them into our corporation. When I was Director of College Relations, we brought in college faculty for the summer; but we'd lean over backwards to make the conditions just perfect -- you know, the laboratory just right, and give them the right supervisor.

Yesterday we were talking about faculty ratings, and God bless the Dallas School System, we're going to make evaluations, and if the teachers are not cutting the mustard, we're going to ask them to move on. That's a real revelation in many schools. Now, in industry that happens very frequently, but now we're going to measure people in the schools. And we're going to give merit raises to the deserving ones.

Now, we were talking about a guy in the Automotive Technology Cluster awhile back. The students are having a hard time with this guy, because he's a big rough and tumble guy who really knows an automobile inside and out. And the school administration said, "But he gives us fits. He's

unrealistic with his demands. He's a grumbler, always asking for stuff, and the kids are saying he's too tough." And I said, "Have you ever been in an automobile repair shop? Go down to the local Ford dealer and go up and see the foreman, and so help me, if this guy doesn't fit the role of a foreman, I'll eat my hat." And that's exactly the kind of guy that those young men when they go out to a shop to work are going to have to live with. And they can't come running back to a counselor and say, "He isn't treating me right."

Here's another problem we have. We've got to look at what we want in the way of instructional personnel. How can I help that guy improve to do the job that I know he can do? And he's very relevant to the world of work in which that kid is going to find himself. You know, occasionally he screams at a guy. He's like a First Sergeant. There aren't many First Sergeants in schools today; and yet when your young men go into the Army, the first guy they meet is the First Sergeant. And he never talks to them in a polite voice. He never says, "Would you please come to order?"

Now, I'm not promoting all that much change. I'm just saying, let's make sure that they get exposed to that side of the world we live in, as well as the refined, cultural side, where the debonair, suave business executive walks in the room and says, "I want to tell you about my company; I've made it and you can make it too." Now, that's fine, but there's another side. Right?

I think the other thing that I would say that from our experience in Dallas you might want to include in your own program is: In your community involvement, particularly your employer community, <u>involve them.</u> We have involved them in developing the curriculum. What we did is this. We said, "Let's start with career competency. Let's take each one of these areas and break it down. What would any employer expect of me, the student, as I come to work at this job at this level? What are the things I'm going to have to do to determine in his eyes that I'm doing a good job?" And then move up to the next level and take it a step at a time. So we built this list of competencies, and we took them to the advisory committee, and we said, "Here is a list of competencies

in your field. Do you agree or disagree? Go over them. Tear them apart; add to them." And we had many sessions into the late hours with these guys. And from the final lists, then, we built the curriculum. We listed the behavioral objectives based on the criteria of that particular competency. The first thing we said to the employers is, "If they aren't meeting your standards, you're going to be in the boat with me when I stand up to justify to the Board. It's not going to be 'Those educators don't know what's going on.' It's going to be 'We don't know what's going on, and you're going to be in that we.'"

Now, that's the first thing it does. The second thing it does, it begins to let them see, after we build the curriculum and begin to implement the curriculum, the problems that a classroom teacher and counselor have in a school system. And I'm not knocking Dallas, because I think they're very progressive, extremely progressive in this sense -- they're trying to break with the things that need to be taken into consideration.

Now, all of our teachers are on a twelve-month contract, so they get two weeks vacation. Some of them needed to meet state requirements for certification, so they had to go to Texas A&M for summer school. So they said, "You'll take those two weeks as your vacation." We went back to Dallas and said, "It's not realistic; look at it again; it's unfair. Let us talk it out with you." After we talked for awhile, they said, "You're right; we'll change it," and they did.

They had another policy. No teacher in the school system, unless it's under a special grant, is reimbursed to go to any meetings, except a requirement in the state of Texas: You must all go to the educational meeting every year, where all the teachers get together in a great, big ballroom and tell each other how great they are. Now, we had a dental technology teacher, and she said, "Mr. Cook, I don't need that meeting. To keep my certification to teach in this program, I have to go to the state dental meeting." We went to Dallas and said, "Look, you're requiring them all to go there, but that isn't where the action is for that teacher.

It's over here." Now, they let them go to their own meetings, so they're willing to give if you present them with the facts.

Now again, they're blessed with a fantastic commitment to career education. The program is not a total success. It has its problems. It has its needs to continue to refine. But when you can see youngsters having fun learning, it's really an exciting thing. The more experienced students, the Center students, are getting their kicks out of helping some of the slower and poorer students along. They're not zipping out ahead, but at the same time, we're not boring them with stuff they already know.

In the Electronics Sciences Program, we had two sophomores who came in and passed up the first 24 modules of the program, because they could meet the post-test requirements. They are now working at the Sophomore level in electrical engineering. And at the same time in the program in the same classroom is a student whose life goal is to eventually set up his own shop to repair your television set and mine. And they're both just as excited about that program as they can be. So it is possible to show the brighter student that there are learning experiences in career education that they can get before they even go to college.

We've also had many students say, after going through parts of a program, "I never really understood that this was what was in the field, and if it is, it's not for me." The program was successful for that young person, and hopefully, we can give him another experience, let him sample something else.

We also have students who like to move around. Fine, if that's part of the design as determined by the career counselor, the student and the parents. We've said to every one of our counselors, "You should spend fifty per cent of your time outside this building in the homes of the students, because you've got to know more about the students that you're dealing with than what you get by observation in the formal school setting. And this is more than true when you are dealing with some of our minority students. You can't

relate to them. Don Cook, Caucasian, can't do it, no matter how well intentioned he is -- and I respect well intentions -- but to go out and try to get these kinds of experiences with them, I may be able to do that.

We're also setting up a number of co-op programs, which is nothing new to the business. We've been in cooperative programs for years. But here again, we have the advisory committee members handling all field trips, all co-op assignments, and all placement.

Starting next month, we are developing four new programs for first-year implementation in the fall. These people wanted to set up one that is in the area of administration of justice and law enforcement. And we want a program that will provide a learning experience for that young person who says, "When I graduate, I want to enter the Cadet Program of the Dallas Police Department," but also to satisfy the student who says, "Someday, I want to finish law school and be a judge," and everything in between, all juvenile work, narcotics, and everything else. My only regret is that I was not a student at the age that I could go on through the Dallas program and find out some of the things that I might have liked to consider when I was in school.

What I've been trying to say is that we in education have an opportunity to make some changes. We have an opportunity to bring career education, as defined by Commissioner Marland,into live learning experiences from birth to grave, that will allow people to learn about some of these things and make some decisions that might indeed let them fulfill and enjoy their life. Largely because the intelligence of our people has been refined through education, I would hope that someday my grandson could stand in front of a group such as this and say, "Brethren, we've escaped by the skin of our teeth." Thank you.

AGENCY ASSISTANCE FOR CAREER PLACEMENT

Mr. Myron Carson
Chief of Technical Services Manpower Division
Employment Services of New Mexico

On a recent trip to Chicago, I encountered a person who was charged with the responsibility of placing Indians from the Southwest in employment in the Chicago area. When she found I was from the Southwest, she asked me what kinds of jobs Indians were particularly good at. I told her: Doctors, lawyers, merchantmen, thieves, and an occasional Indian Chief. Then I explained that they should be considered as individuals, each having unique skills, knowledge, abilities, traits and interests. Counselors seem to feel that their salary depends on how good they are at narrowing down to a specific occupational choice for their counselees. The modern labor force demands adaptive ability, because jobs are changing so rapidly. Look at the high risks that NASA specialists took for the short-term space program. Now, under Labor Department grants, many of them are being recycled by MIT and Stanford to environmental occupations. In the book "Future Shock," the term transcience, as opposed to stable, is valued as a quality needed in an accelerated super-industrial society.

In respect to career education, we are not just talking about another label for funding counseling services in the school system. We will have to consider it a change in educational philosophy that is needed to fill a gap. When I was a youth, I had the privilege of hanging around a black-smith shop using the bellows to heat the forge and using horseshoe nails to make rings. I learned more about the practical qualities of metals than I did from my high school physics book. The youth of yesterday was a farm boy who learned by working with his father and perhaps his grandfather. I doubt if half of the youth today can tell you what their father and perhaps their mother does beyond parroting their job title. What model, what identification can a youth have with the world of work? We have run out of farm boys, and what's more, a person out of work doesn't have the insurance of going back to the farm. If he lives in the city, he has to work, and we

don't need everybody who wants to work, because our machines are so efficient. This is further complicated by the fact that for the child entering the first grade this fall, when he gets ready to enter the labor force, 50% of the jobs existing now will not exist. So we have to operate this career education emphasis against what the labor force is going to be, not what it is. This will require a heck of a lot of cooperation between schools and the employment service.

When the Labor Department got into the manpower training industry in 1964, the rationale was initially retraining for technologically displaced workers. The classic example was the automation of the slaughterhouse industry, where thousands of workers were retrained to other jobs. Then the Office of Economic Opportunity came along with other ameliorative programs such as Job Corps, Neighborhood Youth Corps, and since the military was no longer the primary skill training vehicle for youth, vocational training schools sprang up. It was fashionable to criticize the schools for their drop-out rate by calling youth without diplomas "push-outs," and that our educational system was not relevant to the needs of youth. Career education, as I see it, is the catalyst which will enable us to bridge this relevancy gap. Youth must be cognitively exposed to career development situations in the classroom, by field trips to actual work sites, be provided occupational information through multi-media, and be periodically inventoried as to their vocational maturity. Donald Super has announced the future release of a vocational maturity inventory system which may be very useful in evaluating career education program success.

It has not been long ago that the secondary schools' mission was to teach the student the academic skills he would need to learn an occupation later. Career education should give the student the career orientation and parallel motif for learning the basic skills of reading, writing, and arithmetic. I do not believe that career education means that the school system is required to turn out trained skilled workers in a specific occupation. The specific skill training time for the bulk of the occupations is still relatively short. I see the schools' mission as providing wide exposure to a variety of occupations to enable a student to formulate a choice of a field of work.

Well, that part is always fun -- telling other people what they should do. What is the Employment Service going to do? What are our obligations for support of career education?

Since we're talking about the labor force, the network of State Employment Service offices through its automated reporting system has a multitude of data regarding the occupational composition of the work force, characteristics of workers, etc. So we are the source for labor force information. School counselors should work closely with their local employment service office to obtain any data which they might consider pertinent. Examples of such information are: projections of occupational demands; the Occupational Outlook Handbooks (We instruct our local office managers to give their old, but still useful, handbooks to school counselors for extra copies when we get our new ones each year.) There are six Manpower Planning Districts in New Mexico, and each district manpower council prepares a manpower plan which gives detail on resources and occupational needs as a base document for industrial development and approval for manpower training programs. One of the most valuable occupational information resources is the Dictionary of Occupational Titles. To us in the Employment Service, it is the basic premise for classification of all occupations. The design is so constituted that the worker trait arrangement provides a wealth of information about fields of work. The numerical designation provides coded levels of performance for occupational tasks concerned with data, people, and things. The numerical designations provide: GATB norms, general educational development level, specific vocational training times, interests, temperaments, physical demands and working conditions. Dictionary of Occupational Titles, Vol. 1, costs $7.75 and Vol. II, $4.25. They are available through the Superintendent of Documents. No school or counselor involved in career education should be without one, and it's probably the best buy in America. I don't know why the Book-of-the-Month Club hasn't picked it up.

Other occupational information is available in the form of mini-guides for about eighty semi-skilled occupations which are frequently in demand. The Department of Labor distributes special occupational briefs such as the Health Careers, Careers for Women, Occupations in the Electronics Industry, Occupations

in the Hotel and Restaurant Industry, Occupations in Oceanography, and others. As we receive these, they are distributed to our local offices to form what we call an Occupational Library. All are available for loan, or if sufficient copies are available, they will be given to schools. We also have a very limited film library. We have comic books which give occupational information on entry jobs and skill training opportunities.

All of this information is a by-product of our main priority of placing people in jobs. We run an employment service. We are interested in serving the job-ready as well as the less than job-ready. We have developed in Albuquerque a Job Information System which we are presently expanding statewide. Those who are job-ready can visit our Albuquerque offices and examine the Job Book for the occupations in which they are seeking work. Upon selecting a job, a referral interviewer determines whether referrals are still open and if so, a referral is made. We are expanding this service statewide so a person can determine opportunities in other cities. Eventually the system will be nationwide. In the Job Information System offices, there is also considerable occupational information in pamphlet racks and on bulletin boards. Our goal in the Job Information System is an intelligent functioning labor force capable of selecting and getting their own jobs. Of course, this requires arming them with information on what to do when they're out of work, how to select a job they can do, how to prepare themselves for the job interview, and, perhaps most important, to have a realistic plan which conforms with the world of work.

The most frequently asked question from youth is: How do I get the experience that employers require? This is a building block thing that may start by mowing lawns or baby sitting. Do not place too little emphasis on these simple jobs, because they represent a proving experience which involves contracting for the job, being on time, doing the job, and getting paid for it. There is a lot of growth inherent in the satisfactory performance of that sequence. The youth knows he can do it and has more confidence to take on other jobs. They need work experience! The White House Conference on Youth recommended very strongly the relaxation of labor laws which prevent the natural maturation of youth in the work force. We know the value of

distributive education, special education programs for slow learners, the Neighborhood Youth Corps, and work-study programs. They put meaning into growing up. They provide that work experience they need. We have seen more and more kids rejecting the more sophisticated jobs presumably because they aren't relevant -- that they can't see the result of their work. I think this concept is due to the fact that they are late bloomers and have to go through this stage before they can relate to the more sophisticated jobs. But we have a nation full of late bloomers that do not know about the world of work. They don't know what jobs smell like, what they sound like, what they taste like, what they feel like, what they look like, or what happens from 8 to 12 and 1 to 5.

Most people do what is expected of them. Very few of us do the unexpected. Youth have been doing what adults expected of them -- nothing! We must begin to expect something of youth. We must raise their expectations, think of new things to do, and encourage youth to explore new things to do. Progress is a process thing, and the climate for growth is both the responsibility of adults and the basis for commitment by youth.

We have youth job programs during the summer to locate jobs for youth. We also get some part-time jobs for youth during the school term. We do not get enough employer cooperation to place all youth who want and need work for either experience or money. We have federal, state and city jobs for the disadvantaged; we have some NYC slots and work-study slots; and we have a few job opportunities in the business sector; but they are not enough. A jobs for youth program in Santa Rosa last summer resulted in sixteen jobs. It's in the part-time summer and school term job opportunities where we have the greatest need. We are somewhat successful in assisting youth who are entering the labor force on a full-time basis and think we're improving; however, New Mexico has the highest ratio in the nation of youth to total population, and the opportunities in New Mexico are not meeting the demand. Our youth go elsewhere to seek work. We have a cooperative school program in which our counselors assist high school seniors to formulate a plan for seeking work. Mr. Chavez will give you more details on how that works. Each summer we employ school counselors to work in our offices to give them a knowledge of the labor force and experience in helping youth find jobs. We

expect to hire ten school counselors this summer. We have found this program very valuable in establishing dialogue and cooperation between school and Employment Service counselors.

We have sixty counselors working in our offices throughout the state. Their mission is to identify persons who have barriers to their competing in the labor force, and to assist them in developing an employability plan which will remove these barriers and make them functioning, competitive members of the labor force. These barriers may be lack of educational skills, lack of work skills or experience, domestic responsibilities, lack of transportation, personal or medical problems, and maybe just lack of job-seeking skills. Some people are good job holders, but very poor job getters. We still have discrimination despite the Civil Rights Act and the Equal Employment Opportunity Commission. One very bad example is the plight of the epileptic or the blind person or a paraplegic, and we're getting a lot of these from Vietnam and our modern sports cars. We know that they can develop skills which can be utilized. We need help in getting these handicapped persons to know they can be competitive, and we need employers to understand this.

We in the Employment Service appreciate the task you are undertaking in career education. It's almost a 180° turn from the Sputnik programs. We hope your preventative efforts to prepare youth for future careers is a success, because it will make our mission of providing ameliorative services to non-functioning members of the labor force that much easier.

AGENCY ASSISTANCE FOR CAREER PLACEMENT

Mr. Delfino Valdez
Admissions Counselor
Albuquerque Technical-Vocational Institute

There is a critical need to reorient educational priorities in this country, and some of the leadership for change must come from agencies outside the field of education, as well as from those agencies concerned with education.

We speak with confidence to audiences that represent education, business and industry, commerce, labor, community organizations, and equal opportunity. As we look back at the formative years, we wonder how we ended up in the career which we're in today. How well did our high school prepare us for the appropriate career and the subsequent job placement that would enable us to enter and advance in the field of our choice? Only we know the planning, perseverance and hard work, and how much was the right decision at the right time, and how much was simply good luck. American education, as advanced as it purports to be, must make this planning available to all. Within the educational sphere must be developed better counseling and guidance services aimed at a more realistic selection of a planned career, regardless of the societal illness that a college degree is the only kind of respectable occupational preparation.

Many students have little or no formal contact with or preparation for the world of work during their elementary and secondary years.

Let me share with you some statistics compiled by the National Center for Educational Statistics in the 1970-71 school year:

-- 850,000 students dropped out of elementary or secondary school. Assume that, on the average, they left at the end of the 10th grade. At $8,000 per child for schooling that began in kindergarten or first grade, these dropouts represented an outlay of $7 billion.

-- 750,000 graduated from the high school general curriculum that has traditionally been the dumping ground for students who do not elect vocational training or plan to go to college. At $12,000 per student, total cost to the Nation ran about $9 billion.

-- 850,000 entered college but left without a degree or completion of an occupational program. Assume that, on the average, they left at the end of the first year. These young people added $12 billion to costs. If you have been adding with me, you know that we are talking about 2.5 million young people and expenditure of some $28 billion. This is one-third of the entire $85 billion cost of education last year. And these young people and expenditures reflect the dropout rate of a single year. If you try to include the millions of dropouts and billions of dollars spent in years past, the losses become astronomical.

Dr. Robert Worthington, Associate U.S. Commissioner of Education, states:

> "What we can never measure are the personal losses of these young people -- their frustrations, their shattered hopes and dreams. Nor can we calculate the contributions they might have made to our national vitality and progress. Who are these youngsters? What happens to them?"

-- Teenage unemployment was more than 12% in every year of the decade.

-- The rate for teenagers of black and other minority races was double that, running between 24% and 30%.

Projections show that 100 million Americans will be working or seeking work by 1980. That's 15 million more people, mostly young, who will have to be accommodated in the labor force by 1980 than we had in 1970. If 2.5 million youngsters are now leaving our schools and colleges each year without

adequate preparation, how many of those 15 million are apt to be unprepared for the demands of the 1980 labor market?

> "I am convinced," says Dr. Worthington, "that until we bring career awareness down into the elementary grades -- until we give youngsters the desire and motivation to aim for a career that excites them -- until we prepare them to leave high school with a marketable skill or to complete work in a college or technical institute or area vocational technical school with a more advanced skill -- until we key all these activities to the labor market as it will exist when these students are ready to enter it -- until career education becomes an integral part of the educational system, we will continue to shortchange both our students and our society."

The career education concept has acquired some impressive endorsements in recent months. President Nixon called for a new emphasis on career education in his State of the Union Message to Congress in January, saying that:

> "There is no more disconcerting waste than the waste of human potential. And there is no better investment than an investment in human fulfillment. Career education can help make education and training more meaningful for the student, more rewarding for the teacher, more available to the adult, more relevant for the disadvantaged, and more productive for our country."

The National Association of State Directors of Vocational Education was one of the first groups to formally endorse the concept of career education and pledge their support. Vocational education is an important part of career education. The National Advisory Council on Vocational Education passed a resolution last month commending the Administration for its efforts in career education.

And in an official White House proclamation for Vocational Education Week, February 13-19, 1972, the President also stated that:

> "Owing much to the efforts of vocational educators, we are now on the threshold of a new concept of education which can make school both more interesting to the student and more relevant to him and his society. This concept, career education, is based on the principle that a complete and meaningful education should include the opportunity to learn about the world of work."

The chief school officers of this country support the basic concept of career education. Florida, Arizona, and New Jersey are making the ultimate commitment through state legislation -- putting money where their endorsement is.

I will not delve deeper into the facets of career education and its "cradle to grave," "womb to tomb" concept. It is clear that career education is an idea whose time has come; and as I look at the title of this presentation, "Agency Assistance for Career Placement," I can't help but wonder if perhaps I've left the impression that the development of career education is the sole responsibility of our educational system. Nothing could be more wrong. Let's take a quick look at some agencies outside education who can help make career education a reality: business, industry and labor, must be involved in the development of career education and placement. The work ethic, attitudes and values must be improved, developed or changed to meet the demands of a technological society. No longer are skills sufficient in the work world.

Education needs and solicits the support of labor, commerce and community organizations. Career education, then, is everybody's business.

We must concern ourselves with career development for returning veterans, inmates in our penal and mental institutions, and other segments of our society. The goal of career education requires the dedicated involvement of us all. More now than ever, we must join hands in a concentrated effort to better individual and societal needs through career education!

AGENCY ASSISTANCE FOR CAREER PLACEMENT

Mr. Manuel Chavez
Employment Counselor
Las Cruces Employment Service Office

The many public services offered at the local level by the New Mexico State Employment Service, such as career planning program, labor market information and placement assistance, are all geared towards fulfilling the various vocational needs of the public.

The local ES Office serves not only as an important central place in the community where employers can find qualified workers, and qualified workers be referred to suitable employment or vocational training, but also as an indispensable vocational liaison between the local community and both the State and Federal governmental levels in performing these functions.

Many times the local office has been mistakenly referred to as the "unemployment" instead of the Employment Office, not only by work applicants, but by employers as well. This distorted view of the local office is due to misunderstanding and the lack of information regarding the local employment office, for there are many employed workers seeking other suitable employment who are also registered for work.

I believe that some explanation of the different processes and services rendered by the local office will help to clarify these misunderstandings.

The initial step is the registration process, the first link of the chain of events leading hopefully to permanent suitable employment.

Any applicant 16 years of age or older can come into the local employment office and register to work. However, anyone younger than 18 must furnish proof of age and work permits, and is restricted to non-hazardous work by both State and Federal Child Labor Laws. Employers too often are reluctant

to hire anyone under 16 for fear of inadvertently violating these laws. Nevertheless, on occasion, and under most restricted conditions, even some 12 and 14 year-olds may be allowed to work. These are very rare instances, however.

The personal job interview is the most important phase of the registration process, for it is during this activity that the interviewer obtains pertinent information regarding the applicant's qualifications for work, and assigns vocational titles and codes according to the Dictionary of Occupational Titles, commonly known as the DOT, the standard source of vocational job classification. The completed registration card is then filed and is ready for the selection and referral phase of placement, the next process.

Placement, both agricultural and non-agricultural, frequently involves the use of various techniques and systems in first obtaining work or job orders from employers, and then again in filling these orders with qualified workers. Among these techniques and systems are job development, by which employers who have not placed a work order with the local office, are contacted directly in special attempts to develop specific job openings for certain qualified individuals.

Another one is clearance, a vocational hook-up or network involving all fifty states in an exchange of not only job openings, but of qualified applicants willing to relocate.

The JIDS, Job Information Delivery System, is a new manpower delivery system and a new concept of employment services at the local level. This concept involves services ranging from the applicant serving himself,to intensive employability assistance provided by staff. An integral part of the entire activity is a computerized job bank. The JIDS consists of four fundamental components: (1) job information service (JIS) component; (2) employer service component; (3) labor market information component; and (4) job bank component. This new system is designed to encourage jobseekers to make their own choices, and in order for it to be successful, it has to be open to all who elect to use it. This aspect of the overall system is embodied in the Job Information Service (JIS) Component. However, this component does not stand alone as

the only method of serving jobseekers, for all components support each other. This system is presently operational in the Las Cruces local office and is hooked up statewide in New Mexico and with El Paso, Texas, and is the only one in the entire country involving two neighboring states.

Still other services provided in the local office include vocational counseling and testing, such as aptitude, achievement, proficiency, or performance and other standardized tests. These are all free services available not only to applicants in need of them, but also to State and Federal community agencies as well, such as the Division of Vocational Rehabilitation; Veterans Administration; Technical-Vocational Institutes, like the one in Albuquerque; the Army Education Center (WSMR); Eastern New Mexico University (Roswell Branch); on occasion the counseling center here at New Mexico State University; and the high schools in the area. Test release agreement contracts are presently in effect with all of these agencies and schools for the use of the General Aptitude Test Battery (GATB), considered the best rated vocational aptitude test battery in the labor market today. We enjoy a harmonious relationship with all of these agencies who make continued use of the New Mexico State Employment Service.

The Cooperative School Program is yet another service provided by the local office. This involves the local office counselors visiting the different high schools, speaking to the student body, and providing job registration, vocational counseling, and testing to senior students who plan to enter the world of work permanently upon graduation. Both long-range and short-range goals are discussed and determined. These students later, upon graduation, visit the local office for placement assistance or possible referral to one of the many Federal Manpower Training Programs available through the local office, such as Manpower Development and Training Act (MDTA), Youth Opportunity Program (YOP), and other youth programs.

The use of the Department of Labor's Occupational Outlook Handbook is indispensable, both in the local office and at the schools, along with the Job Guide for Young Workers. These two-year publications are guides to employment opportunities in a broad range of occupations that cover all of the principal

areas of work. It brings together information of significance for those who are planning their careers, thereby serving as basic tools in the vocational process.

Special Federally-sponsored youth programs are also available to the disadvantaged or high school dropout, such as the Neighborhood Youth Corps (out-of-school), Job Corps, and the Supplemental Training and Employment Programs (STEP).

The hard-core disadvantaged adult jobseeker, both man and woman, has such Federally-sponsored vocational training programs as the Manpower Development and Training Act (MDTA) and Operation Mainstream available to him or her.

For the Military Service Veteran, who by law has priority in placement and vocational training, there is the Emergency Employment Act (EEA) and the Public Employment Program (PEP), particularly designed work-training programs for the Vietnam Veteran, and Project Transition, a program administered by the Department of Defense in cooperation with other federal agencies for those in the military during their final six months of service to prepare them for civilian employment. The Employment Security Commission is responsible for information and assistance concerning job opportunities, training programs and placement. This special program is presently in effect at the Army Education Center at White Sands Missile Range.

Assistance is also provided those jobseekers who have been working in the past, but who for some reason or another, and through no fault of their own, find themselves unemployed, by the Unemployment Insurance Section or Division of the local office. This financial assistance is not a charitable contribution to the unemployed, as many people mistakenly believe, but rather a legal means of helping these unemployed people carry on until they find a job. The unemployment insurance program is strictly based on wages earned in previous employment, so a claimant must qualify on this basis first to draw unemployment insurance. The present maximum drawing period is thirty (30) weeks, with benefits ranging from a minimum of twelve dollars to a maximum of sixty-one dollars per week.

The opportunity for every American to develop his abilities through education and training and to engage in productive and rewarding work is one of the greatest goals of our society. This goal cannot be won without informed career decisions. American youth on the threshold of career planning, war veterans returning to civilian employment, women re-entering the labor force after their children reach school age, and many other groups, all have great need for occupational information, vocational training, and finally, permanent placement in suitable employment. It is to this end that local offices of the New Mexico State Employment Service, under the United States Department of Labor, are dedicated.

A DEVELOPMENTAL APPROACH TO CAREER DEVELOPMENT

Dr. Don Dinkmeyer,
Editor,
Elementary School Guidance & Counseling
and Professor of Education,
DePaul University

Career development should be understood within the total context of human development. The vocational task is one of several basic tasks with which all must cope.

For most men, there is no escaping the necessity of dealing with three basic life problems: 1) the social task -- getting along with others; 2) the sexual task -- getting along with members of the opposite sex; and 3) the work task -- solving the problems of life's vocation.

A careful analysis of the causes of adult adjustment problems often points to a basic problem in one of these areas. Obviously, all of the tasks are interrelated, and it is basic for psychological maturation that we accomplish these tasks. Too often we treat career development as if it could occur in a vacuum apart from social and self development.

Frequently, discussions of career development sounds as if people were talking about this as a unique and distinct process. However, this development is part of the comprehensive goals and objectives of guidance. The work task does not appear for the child upon his completion of school. The work task begins even before he enters the school, and his attitudes emerge in respect to the way he manages the care of himself and other responsibilities at home. His attitudes toward work are evidenced in his response to the expectations of others, originally in the home and eventually in the school. We do not need to wait and <u>see</u> what career choice he may make in order to begin to assist him with solving the work task. Instead, we can recognize that the fundamental problem in career development is concerned with developing an adequate image of self and acquiring attitudes toward self and one's future role as a worker that are both realistic and positive.

Purposes of Elementary School Guidance

The career development program becomes a part of the total guidance program and its objectives are in line with the goals of elementary school guidance. The objectives include:

1. Assisting the child in the development of increased self-understanding and increased understanding of the relationship of his abilities, interests, achievements, and opportunities.

2. Promoting increased self-direction, problem-solving, decision-making by the child.

3. Developing wholesome attitudes, convictions, and concepts about self and others which result in the "fully functioning child."

4. Assisting the child to understand, plan, make choices, and solve present and future problems.

5. Developing a sensitivity to the needs of others, resulting in social interest and the desire to cooperate with others and maturing in human relations.

6. Understanding the casual and purposive nature of behavior and using this knowledge in understanding self and others.

7. Assisting the child in the solving of fundamental tasks of life in the areas of work and social development and enabling him to experience success in his tasks.

Through the elementary school guidance program, one is concerned with helping the child develop a better understanding of himself. This enables him to become aware of what he is now and what he might become. Guidance and counseling help him understand the relationship between his intellectual ability, his academic achievement, his specific interests, and

the opportunities that are available to him. This is done primarily through a program developed by the counselor and implemented by the classroom teacher.

Much of our data about vocations and careers tends to indicate that the factors which make a person an effective or ineffective worker relate more often to his positive self-image in relationship to the world of work and his attitude towards others. One of the early tasks in the elementary school should be to help the child develop a positive attitude toward self which is the foundation of his ability to attack the tasks of life courageously. Our objectives include the importance of helping children become sensitive to the needs of others, and helping them mature in the desire to cooperate socially. It is apparent that much dissatisfaction with occupations relates to the way in which we relate with others at the place of employment. The guidance program which focuses on developing awareness of the needs of others and promotes social maturing is at the same time promoting vocational development.

Thus, most of what goes on in a good developmental guidance program indirectly and incidentally promotes the career development of the individual.

Developing Understanding of Self and Others is Basic to Vocational Development

It is increasingly apparent that developing some understanding of one's behavior and attitudes in social relationships is basic to the total educational process. As the child begins to understand who he is and what his goals are in relation to others, he can begin to participate in a meaningful educational experience. The child has certain basic developmental tasks which he must first accomplish in order to function effectively: It is my contention that these tasks provide the goals for both the guidance and the educational process. The tasks I have selected which form the basis of a developmental program in classroom guidance include:

1. Learning a sense of self-identity and self-acceptance. This involves building feelings of adequacy and developing an adequate self-image. The child must be helped to become more aware of self and accept both his liabilities and assets. He must be able to accept his humanness and develop the courage to accept his own imperfections. He must learn to cope with the fact that as schools and life are presently arranged, he will more often experience discouragement than success.

We are concerned with helping the child discover his strengths and assets so that they might be used for maximum benefit of himself and society. Incidentally, in the process of identification, it will be most important to help the child establish his strengths and assets early in life. Assets enable us to build, accomplish and achieve. In contrast, a mistake-centered approach to education which only enables the child to become aware of his inadequacies will not accomplish this task.

An over-emphasis on the importance of memorizing facts, in contrast to mechanical skills, for example, may not only produce discouragement, but tend to make the child devalue mechanical skills. Schooling and subtle emphasis on academic proficiency often bring about an imbalance in supply and demand in the work forces -- note the growing oversupply of college-educated persons and the undersupply of auto mechanics.

2. Learning a giving-receiving pattern of affection. Each child has basic affectional needs. He must have the opportunity to give as well as receive love. He must become aware of procedures for expressing both positive and negative feelings. In the process he becomes sensitive to the feelings of others. This sensitivity is of great value in managerial-employee relations.

3. Learning to develop mutuality, moving from being self-centered to effective peer relationships. A major challenge for the child is the social task. He must continually cope with his own egocentricities and work towards social maturity. In the process he becomes aware of how others view him and how they feel about his behavior and attitudes. The guidance process should help the child move from self-centeredness

to concern for the group. It should help him develop a tolerance for social, ethnic, racial, and economic differences.

4. Learning to become reasonably independent and to develop self-control. The child must learn how to function when he is on his own -- when mother is not at home or the teacher is out of the room. Part of maturing is learning to make the best use of our most important resource -- time. He should learn how to balance recreational and academic needs. He should eventually become less dependent upon the approval of adults for his involvement in the work tasks. A mature individual is one who functions without supervision. The work force is increasingly demanding people who are able to produce without continual supervision.

5. Learning to become purposeful, to seek the resources and responsibilities of the world, and to respond to challenges with resourcefulness. We should be able to help the child mature from short-term gratification to long-range goals. He must learn to become more involved with the resources about him. He comes to understand the relationship between school, homework, and his vocational selfhood. He becomes aware of the relevance of school tasks for present and future goals. This task helps him see the reason for the school's expectations, but it should also enable him to seek our resources for personal improvement. We need to help the child think of himself as a learner throughout life. The prediction that people will have several careers in the future necessitates this flexibility and resourcefulness.

6. Learning to become competent, to achieve, to think of self as capable of mastery. Many of our children have the ability, but lack the desire to achieve. We call them the underachievers. We indicate they lack self-motivation. More often we find that they lack self-esteem and the courage to try. The school experience must be reorganized to provide for success and not as presently designed, to permit failure due to faulty standards which suggest children are all equally proficient. We must come to recognize that competency and achievement will come as a product of ability and desire. The schools should help each child to realistically understand his capacities.

7. Learning to be emotionally flexible and resourceful. The child must learn how to handle his feelings. He must learn how to deal with stress and change, and to cope with the total range of his feeling life. Insight into one's emotions facilitates more effective vocational choice. Many enter vocations unaware of how their emotions and temperament are incompatible with certain vocations.

8. Learning to make value judgments, choices, and accept the consequences of one's decisions. In this area focus is placed on helping the child develop a personal integrity in relationship to group pressures. He is confronted with developing his own value system and making decisions which at times do not conform with his peers. He also comes to recognize the consequence of his behavior. Making value judgments is obviously central to the process of career development. As the child becomes acquainted with his values, he can make a more realistic career choice.

The DUSO program serves as a basis for the development of proper attitudes towards vocation, career, and the work tasks. Through open-ended stories, puppetry, role playing, music and pictures designed to stimulate discussion, children are presented with the opportunity to become more aware of themselves and others. This type of understanding undergirds career development.

At present, the elementary schools have done little to deal with the relationship between children's attitudes about themselves and others, and their future role as workers. They have done little to recognize that the children seldom clearly see the relationship between their school experiences, the work tasks, and their careers. Teachers must be responsible for curricular experiences in developmental guidance.

There are many subtle ways in which the schools have a very significant influence upon the vocational choices the children make in later years. Certainly, the self-concepts of the child has to do with what he believes about himself potentially. Many children do not see themselves as

achievers, nor are they encouraged by their environment, their teachers, or their parents to believe that they can accomplish much. The encouragement process is basic to helping the child approach the work task courageously. As we value him, show faith in his ability, and recognize effort while accepting imperfections, we enable him to come closer to his potential. Obviously, attitudes from the educational establishment which devalue individuality and make decisions for the child, lessen his self-respect and will not assist career development. It is my contention that the elementary school must provide for a planned period of instruction and experiences related to these developmental tasks to facilitate self, social, and vocational development.

An Overview of Vocational Development Research

If one scans vocational development research, a thread appears time and time again. It is apparent that attitudes and values are critical in terms of the formulation of vocational choice. Richard Nelson, in his dissertation (1962), concluded that children as early as the third grade have developed attitudes with respect to occupations, and that many of these attitudes were rejecting attitudes. If we want to deal with the proper development of attitudes, we will have to do something perhaps as early as kindergarten about attitudes toward self, others, work, and career.

Adult models also have a strong influence upon one's occupational identity. These models appear to develop early in life. Early childhood experience and the attitude of parents are strong influences upon educational and vocational choice.

The child develops his self-concept towards many of the basic tasks of life during the primary grades. Kagan and Moss (1962) indicate that the early years are very predictive of maturity. Self concepts do have a profound effect upon vocational development. The child's concept is usually the product of what he believes he can do, as well as what he believes it is possible he might do. It is the responsibility of the school to help the child see himself realistically.

Career Exploration Programs

Aside from the developmental approach, there are also some specific principles and suggestions for career development which have been demonstrated to be useful:

1. Recognize that career development is a part of a total guidance program. Provide individual and group counseling which helps children understand, accept, and appreciate their individual dignity and worth.

2. Develop test interpretation programs which enable each child to understand his potential and the best way in which he might maximize his individual development.

3. Arrange field trips to business, industry, and educational institutions which emphasize job activity, qualifications, and exploration. The emphasis at this stage is not on choosing a job, but career exploration.

4. Recognize that effective career exploration involves getting involved in dealing with questions which are significant to the child. One should be cautious about working only from comprehensive lists of questions developed by vocational specialists. It is more important that the children explore the area of their concern, than to have each child follow a rigid format of exploration posed by a career development specialist.

5. Recognize that role models are significant to children and invite members of various fields of work to come to the classroom to help children see that "success" can be achieved in a variety of fields of endeavor.

6. Develop special class activities and programs which guide the children through career development. Currently, there is much commerical material available that can be explored with children.

7. It is the counselor's role to serve as a resource in respect to occupational information, classroom guidance

programs, and other guidance services so the teachers can develop educational experiences which are purposeful, relevant, and realistic.

8. Recognize that effective career exploration might start with a job or position held by parents of the children that are involved. There is great value in bringing parents of your children to the classroom.

9. Organize small parent discussion groups which help the parents recognize the importance of the child's attitudes, values, interests, and abilities in relationship to career. However, parent study groups should not be organized only to deal with providing career information. They should be structured in such a way to help them deal with the daily problems of relating more effectively with children.

10. Often, effective career exploration is the product of occupational briefs prepared by children in contrast to prepared commercial material. There is considerable value in having children bring their own information together and collectively and individually prepare occupational briefs for distribution to other members of the class.

11. Use media that develop involvement on the part of the children. Once children are acquainted with the procedure of developing puppet plays, they can be encouraged to act out routine functions of certain workers. This spontaneous and creative activity will permit access to the child's preconceptions about certain occupations, and enable the teacher to help correct faulty assumptions and impressions.

12. Role-playing skits developed by the children will provide a channel enabling them to communicate how they see certain vocational roles. The emphasis here will also be on helping children learn to value all occupations that contribute to society.

13. Simulation activity enables the child to develop his decision-making capacities. The Life Career Game developed by Boocock (1967) can be used as early as sixth grade.

14. Much discussion can be developed through using pictures that depict workers in specific occupations. The picture can be used to stimulate a discussion of what the worker does, why his work is important for society, and the kind of person he should be to enjoy this type of work.

One of the most important concepts that undergirds vocational development programs is the recognition that we are focusing on more than helping a child to choose a job, vocation, or place of work. Instead, career development is part of the total guidance program and finds its real end product in the individual who understands himself, others, and the contribution he can make to our society.

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EXEMPLARY PROGRAMS FOR CAREER DEVELOPMENT IN SECONDARY SCHOOLS

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Traditionally, the word guidance has been defined and operationalized as a collection of related services provided to individuals prior to training, to the selection of an occupation, or before entrance to work. Guidance programs, operating from this perspective, rely heavily on the individual interview, testing and occupational information. The focus tends to be on diagnosis and prescription at a point-in-time.

New Challenges

To meet the challenges of today and tomorrow, however, the single-educational/occupational-choice-at-a-point-in-time focus of traditional career guidance must give way to a broader, more comprehensive view of the individual and his career development over the life span. This new focus clearly indicates that developmental guidance programs and activities must be derived from the needs and goals of the individuals and institutions to be served rather than from a tradition-based collection of related services. This means that the nature and content of guidance programs, as well as the guidance roles of school counselors, teachers, and others, will be determined partly by the populations and situations of the settings in which they find themselves. Their approach cannot be to rely only on a group of tradition-based related services to meet the needs of the populations and situations of their settings. Rather, they must be able to assess individual and institutional needs, determine goals, state performance objectives, decide on appropriate activities, and devise appropriate evaluation procedures.

The needs assessment, goal-setting approach to guidance program development and implementation is appropriate, particularly for school counselors. Instead of being only process oriented and reactive, as the traditional services model tends to make them, the counselors' base of operation, their choice

of activities and techniques, and their sense of mission must be expanded; they must be actively involved in the educational mainstream at all educational levels. This new approach to guidance program planning and management can make this possible.

Program Development Procedures

The first step in establishing a developmental career guidance program is the assessment of individual and institutional needs. This is accomplished by either using the current program as a base, going to external authority sources, or asking individuals in the setting to give their opinion as to what their needs are. Generally, need statements are derived from a combination of these three approaches. From a collection of individual and institutional need statements, goals to be accomplished are established. This is the second step. At this point, goal priorities are determined based on the situations and populations of the setting. Those goals which can be attained with reasonable expectations are rank ordered. The third step involves making the goals operational by stating program and student performance objectives. These objectives are written to indicate the type of outcome to be expected so that evaluation can be accomplished. Finally, activities to accomplish the performance objectives are carefully matched with the performance objectives.

Program Content

One of the bodies of knowledge from which career guidance program content is being drawn is career development theory, research and commentary. From this body of knowledge, statements of individuals' needs, goals, objectives, activities and outcomes are being derived and being brought together, along with input from other sources, into comprehensive career guidance programs, kindergarten through adulthood. The possible outcomes of comprehensive career guidance programs also are receiving careful attention. What would individuals who experience such programs be like is a question being asked. Gysbers and Moore (1971) in a recent article have postulated the concept of the career-conscious individual as a possible answer. They proposed that career consciousness can exist in

all individuals at all educational levels, and that it develops and grows over the life span as a result of the continual process of internalization of knowledge and skill in four knowledge and skill domains: self knowledge, work and leisure knowledge, career planning knowledge, and skill and career preparation knowledge and skill. It is being suggested that career guidance content can be developed directly from the knowledge and skill derived from the first three domains and indirectly from the last domain. The last domain, and the largest in terms of content, forms the basis for basic and vocational education programs.

Program Responsibilities

Once career guidance program goals, objectives and activities have been delineated, the next step is to assign specific program responsibilities to the school staff and to parents and community personnel as appropriate. To assure program quality, consistency and sequence, we strongly urge that one department or person be assigned the overall coordination responsibility for the total school's career guidance program. We would recommend that the guidance department assume such coordination responsibilities along with their other specific program functions.

The specific assignment of career guidance functions to school staff and others should be done on a teamwork basis and focus on the type of contacts they may have with students: direct contacts, contacts shared with others, and indirect contacts. To illustrate this assignment procedure, Table 1 presents several examples of career guidance program activities assigned on a direct, shared, and indirect student contact basis to school counselors and teachers.

Table 1

Career Guidance Responsibility Assignment: Some Examples

	Counselors	Teachers
Indirect Functions	Career guidance curriculum planning	Career curriculum for basic education
	Teacher and parent consultation	Parent-teacher conferences
	Inservice training programs	Development of instructional materials
Shared Functions	Conjoint vocational education instructor-counselor-student planning/ contracting	Conjoint teacher-counselor-student planning/contracting
		Team teaching of career concepts/ units
	Conjoint employer-vocational education instructor-counselor planning	Conjoint teacher-parent-student planning/ contracting
	Testing and evaluation	
Direct Functions	Individual counseling	Individualized instruction
	Group instruction/ orientation	Classroom and group instruction
	Group counseling	Student organization and club advisement

From this basic model for assigning career guidance program responsibilities, the specific responsibilities and functions of any educational specialty can be detailed. Since we suggested previously that the school guidance staff be assigned the overall coordination responsibility for the career guidance program, in addition to their regular specific career guidance program functions, we will illustrate aspects of their role in more detail. Tables 2, 3, and 4 have the same structure. Each, however, treats only one type of counselor-student contact: Table 2, direct contact; Table 3, shared contact; Table 4, indirect contact.

Table 2

Direct Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Direct Counselor Functions
Elementary School	For individuals to develop an awareness of their own characteristics.	Given a picture of himself, a child will be able to describe aloud his appearance, using accurate descriptions.	Counselor conducts weekly group activities using puppets, stories, pictures, audio recordings, self drawings, and snapshots.
Junior High School	For individuals to understand their capabilities in educational areas.	Given a list of school subject areas, the student will rank the areas according to his relative strengths.	Counselor holds individual sessions with assigned students to consider past achievements and current abilities.
Senior High School	For individuals to develop an awareness of personal traits & behaviors viewed as desirable for employment.	Placed in simulated job situations, the students will be rated as employable.	Counselor holds group counseling and role playing sessions regarding elements of employability.

Table 3

Shared Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Shared Counselor Functions
Elementary School	For individuals to recognize that varied personal satisfactions are derived from working.	Given a work role, students will be able to describe one personal satisfying aspect of it.	Counselors, teachers and students plan a structured interview for use with parents and other work role models.
Junior High School	For individuals to recognize the interdependency of workers in the work setting.	Given a potential business enterprise, students will list ways workers depend upon each other.	Vocational education instructor, principal, counselor and students plan junior achievement projects to be implemented in the community.
Senior High School	For individuals to formulate tentative career plans consistent with knowledge of self.	Individual will select and be placed in a work-study setting consistent with measured ability and achievements, expressed and measured interests and values, and physical capabilities.	Vocational education instructor, counselor and student discuss and arrange for placement; later, they discuss adjustment aspects of work.

Table 4

Indirect Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Indirect Counselor Functions
Elementary School	For individuals to differentiate job responsibilities in occupational clusters.	Given specific jobs in an occupational cluster, students will be able to name a unique aspect and a similar aspect of the workers' responsibilities.	Counselor will consult the teacher regarding media and arrange for a field trip for students to observe occupational cluster models.
Junior High School	For individuals to understand the importance of effective communication skills in career settings.	Students will describe in a written essay the daily work situations wherein precise and accurate communication is necessary.	Counselor conducts an inservice program for teachers (e.g., English) on relating subject matter to relevant work-world situations; also consults with them individually.
Senior High School	For individuals to possess the ability to identify alternatives in career planning.	Students will rank alternative careers for which personal traits & training requirements are sufficiently similar to the preferred career to serve as alternative plans.	Counselor constructs system and develops programs for an interactive computer based on self-directed guidance system.

Team Work Needed Now

To take advantage of the current and future emphasis on career development as a way of restructuring education in general and guidance in particular, we need to begin now. Counselors, teachers, vocational educators, administrators and lay personnel from the community should examine their current guidance practices and responsibilities together from a career development perspective. This is the first step.

> When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher, and indeed, each parent and businessman, carries some responsibility. (Tennyson, 1971)

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COMMENTS ON CAREER EDUCATION

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When I was appointed Assistant Dean and introduced to the faculty as such, I stood up before the entire group here in the ballroom. Despite the polite applause, I overheard a man behind me say to another, "Good God, what does an assistant dean do?" A legitimate question, but most of the time I feel the taxpayers get a sound return on their investment in us.

Dean Jack Saunders tells me that you were assured I would help if anyone at this conference got into trouble. Realizing that Juarez was on your schedule for last night, I must admit that I literally grabbed the phone whenever it rang. But you all should be proud with your straight A average. Not a soul in this room got into trouble -- that I know of.

Unfortunately for you, the Dean was more or less "summoned" to another meeting. It was impossible for him to keep this speaking engagement. So, in a sense, you are stuck with Avis instead of going via Hertz.

Dr. Saunders was to have addressed you on the topic "Comments on Career Education." I'll take the prerogative of the substitute and reduce that topic simply to "Comments." It's shorter and that might convey the idea that I will not be giving a long speech on your conference theme. And that's true, I'm not.

However, I am pleased to have the opportunity to make a few comments and hope you'll be pleased too. The substantive aspects of career education I leave to your outstanding lecturers and panelists from within the field. I have some credentials in career education, having served as a military career counselor and as a project director of a workshop on career education for the deaf one summer not too long ago.

That ought to be enough, along with several administrative responsibilities in education, to make me a friend of career education K--12-14-16. And I am. My comments which follow may sound as though I am not. I certainly hope I don't leave such an impression.

To what extent should we seriously consider the classification of learning as a career. Is it to be a world of work? Or a world of learning?

Dr. Robert Hutchins, well-known philosopher and former President of the University of Chicago, wonders if the long-held value and esteem placed on work might be displaced out of necessity by a value on learning. He contends we are making the transition from a working to a learning society, and that education should prepare people to go on learning, presumably for their own pleasurable activities and for the civic responsibilities that assure the health of our democratic society.

Pamela Nolen, a senior at Shorecrest High School in Seattle -- writing in a Youth Speaks column in ASCD's journal, Educational Leadership, this past December -- raises a searching question in an essay which is consonant with Hutchin's contentions. She asks: "How is society to deal with youths who prefer to brush past the 'make it or break it' economic world and find maturity in education?"

When Willard Wirtz was Secretary of Labor, he said that machines can do, on the average, whatever a high school graduate can do. The unskilled worker, like the hired hand on farms of years ago, is almost a quaint tradition. What does the future hold for work, and in what proportion will it be to leisure? In the NEA's journal, Today's Education, January of this year, a study of future jobs was reported. From that study I quote: "How people spend their nonworking hours is now a major concern. Recreation workers help people to enjoy and use leisure constructively . . . Employment of recreation workers is expected to increase rapidly through the seventies."

How do we educate for the future when at best we can be sure of one thing -- it won't be like the present? How much will government-funded security and private economic safeguards displace the value placed on human productivity so fervently held until now? Indeed, the excess productive capacity of the U.S. already is between $30 to $60 billion a year. We have billions of bushels of food we cannot get rid of and could produce billions more if we wanted to. And most of that productivity -- not tomorrow, but now -- can be arrived at without manpower. All this in an atmosphere traditionally valuing work and production by people! Not long ago, the U.S. News and World Report predicted that human productivity even in the home will be displaced by automation with computers that make up your grocery list, remind you of appointments and anniversaries, take care of your finances, pay your bills, write your checks, figure your income tax, and answer your telephone. In reflecting on this prophecy, Robert Hutchins remarked: "Reproduction will be the only function performed by human labor."

Well, the point, while itself is stretched, nevertheless stretches the imagination. It raises a host of questions worth pondering. Is Hutchins correct in saying that the object of education is not manpower, but manhood? If we are indeed moving toward the time when the processes of additional learning and productive leisure will consume more, if not most, of each employee's time, what educational mistakes might we be making right now in terms of the immediate future?

In what I have been saying is the prospect of at least a parallel career in learning along with employment as a way to spend leisure wisely, and yet a great many people today don't know how to spend a productive Sunday afternoon. In alert schools, students are currently not taught skills which will become obsolete very quickly. The emphasis is well placed on broad career education, including occupational adjustments and mobility, proprieties of the world of work, attitude development, and so on. Are they being readied for the world of lifetime learning as well?

Let's return to Pamela Nolen, our senior high girl from Seattle. She said in her essay, called "Coming of Age and Education,"

> "If in the future, maturing becomes commensurate with learning, society may adopt a more consistent working definition of the mature adult. . . Today we see an encouraging number of young people staying in school, and yet no positive deviation from the traditional 'I work; therefore I am' ethic. . . The problem is that unless one enters the working world and is accepted under the working world ethic, one hardly knows when one is 'grown up.'"

I guess you could say that career education at its fullest and finest extent should include all the components needed for helping young people make a rich career out of living.

I have one additional comment to make, and it's one you principals have heard me make at meetings of your associates here this spring. It occurs to me that if more emphasis is indeed placed on perpetual learning throughout life, we in the education business should be assured full employment. I doubt that machines will ever replace us. I hope not for more than selfish reasons. The Learning Society will make the teacher surplus a myth.

That brings me to the point I want to make -- the very term teacher surplus is an interesting term, to say the least. Admittedly, some subject matter areas are "over-inhabited" by candidates with no demand out there.

However, who's right -- the young man who wants to major in English education and probably should, or the world of demand out there which says NO MORE ENGLISH TEACHERS NEEDED? According to a recent Harvard report, 50 per cent of the adult population over 25 years of age are functionally illiterate. That's an odd Main Street on which to find this sign posted: NO MORE ENGLISH TEACHERS NEEDED.

Dean Corrigan of the College of Education at the University of Vermont calls the phrase "teacher surplus" misleading, and I agree. Consider such facts as these:

-- About half our communities are without kindergartens. Nation-wide.

-- Pre-school education is non-existent in most parts of the country, despite what we know of its imperative nature.

-- Thousands of physically and mentally handicapped children are being neglected. They're just plain not in school.

-- Our high schools and junior highs have fewer than one counselor per 500 students. That's a ratio of one guidance worker to half a thousand.

And, to quote Dean Corrigan directly, "There are hundreds of over-crowded classrooms with the resulting shallow teacher-pupil relationships and student anonymity such classrooms produce."

Dr. Corrigan suggests that we have, instead of a supply and demand problem, an educational deficit. The public should be seeing that side of the coin also, instead of hearing only how many personnel in professional education we have prepared but don't need.

Well, you'd expect me to make some comment on careers in teaching. And you could almost predict that, as a college professor I'd be as interested in the world of learning as the world of work. Having made those expected comments, all that remains is for me to thank you for listening to a couple of my biases.

LEGISLATIVE ACTION SUPPORTING CAREER EDUCATION IN NEW MEXICO

William B. O'Donnell
Legislator and
Former Vice President of Academic Affairs,
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I am pleased to be here today, and I am not the least bit worried about the crowd thinning out. I think some people show rare judgment from time to time.

I think I will have to let you know why I am here. How many of you have heard of Dr. Esther Lloyd Jones? Dr. Esther Lloyd Jones headed up the Guidance Program at Columbia University for a good many years. This story I am about to tell you is one I heard her tell one time, so I guess it is perfectly legitimate to tell it here. There were three religious men who went to heaven; one was a Protestant minister; one was a Catholic priest; and one was a Jewish rabbi. The Protestant minister, probably a Methodist, got there first, and Saint Peter said he was glad to have him and he had a second-hand Chevrolet for him to use in touring heaven. So the Protestant minister drove around and admired heaven and thought that was real nice, until the second day when he saw his Catholic priest friend driving a new Chevrolet. The Catholic priest friend had arrived right behind him. So he went back to Saint Peter and he said, "Now, Saint Peter, I appreciated this second-hand Chevrolet, but why the new Chevrolet that you gave my Catholic priest friend?" Saint Peter said, "Well, you know how it was down on earth. The Catholic priest didn't have as many worldly goods as you had, so I thought I would give him something extra special up here." So he continued to tour heaven; there was much of it to see; and he got into the third day, and there was his Jewish rabbi friend, driving a new Lincoln Continental. So the Protestant minister rushed back to Saint Peter. He said he understood about the Catholic priest friend, but, he said, "Now, come on, Saint Peter, you explain to me about this Jewish rabbi friend and why you gave him a new Lincoln Continental." Saint Peter said, "Well, you know how it is; he is related to the boss."

Now, I am related to most of these fellows like Bill Cross[1] and Dick DeBlassie.[2] One time I sat in a chair and interviewed every one of them before we said we would bring them to New Mexico State University and let them join the faculty. And I well remember bringing Bill Cross here the time he came. Actually, I don't like to talk anymore, in spite of what some of my friends think, but for Bill Cross I would make a talk or I would try to make a talk.

I am reminded about the story of the man who had a parakeet. He had a bald head; reminds me of one or two people here in the audience at the present time. This parakeet would fly around the house and peck at the top of this bald-headed man's head. A friend came over one day and the owner said, "You know, I am going to file off the beak of my parakeet." The friend said, "You can't do that; if you do, it will kill the parakeet." He said, "Oh no, it won't kill the parakeet; I am going to do it anyway." So they made a little wager on it. A couple of days later, the friend went back and he said, "Did your parakeet die; did it kill the parakeet?" "Oh no, I didn't kill the parakeet when I filed his beak. He was dead when I took him out of the vise." Now, that is just about the way I feel here today because I see these specialists in counseling and guidance, in curriculum, and in public schools, and although I have had more service than most of you in education, I have been somewhat out of touch with it the past four years.

It was suggested that I talk thirty to forty minutes. I am not going to do quite that. I have a watch and I am going to go rather rapidly, and perhaps from time to time, you may think I am talking just a little strongly, but I will say what I do believe. First of all, the whole problem of appropriations: As a legislator, and I am Vice-Chairman of the Appropriations Committee in the House, the matter of appropriations at the Legislature for education is developing into a problem area.

For example, in the Appropriations and Finance Committee hearings on the school study bill, the LSSC bill, this last time no mention whatever was made of career education. My

memory is when we heard the State Department of Education this last time, we heard their budget, and we were in the process of gathering information to determine how that department should be supported. Very little was said about career education and the needs to promulgate this widely in the public schools of New Mexico. So, I think we probably have a problem in communications, as was mentioned earlier this afternoon. Now, career education as was mentioned earlier, is not a new concept in the least. The better teachers have been using career education as long as I can remember. I have a daughter-in-law teaching in Las Cruces, and I see evidence every week (and she, by the way, is a first-grade teacher), of her using career education as a tool and a technique in her work. Better teachers have been using career education as a motivating tool historically, and you might say with varied results. I remember about 44 or 45 years ago when I was a principal of an elementary school, we had a workbook called either World at Work or World of Work; I just can't remember what the middle word was; but we had one and we were using it rather widely. But remember, that was a depression era. At that time, people couldn't get jobs because there just wasn't money. Now there is money, people can't get jobs because of the technological advances that we have had, and the fact that it takes fewer people to produce the goods and to do the work in the United States of America. And so, I think part of this great impetus emanating from a new commissioner and his staff in the U.S. Office in Washington is due to the fact that we have a fairly high unemployment rate at the present time. What is new in regard to career education, it seems to me, is the high level of enthusiasm and the high level of impetus which is behind the present movement, nationally and in the State of New Mexico. Yet, in New Mexico, this is a relatively new impetus or a relatively new point of enthusiasm. However, I am pleased that it is a state-wide effort, and I am pleased that it is a national effort, because I believe it can offer a great deal of promise.

Legislators in general are very concerned that from the dollars spent for education come real results. I would like to put out a point of view here for a moment that I did not include in my notes, but is occasioned by what was said earlier this afternoon. It seems to me here today and all

the time in the Legislature, I get the impression that people who are putting up the money in New Mexico, or spending the money in New Mexico, feel that we should so spend the money that we keep our youngsters at home. In Dona Ana County, Rio Arriba County, or in Santa Fe County, we ought to educate people so they can be employed in their nearby localities. I believe just exactly the opposite. I believe our spectrum of career education should be broad and wide; it should be related to travel, to places far afield from the United States and other countries. I can think of a great many people doing very well that have left this university in years gone by. Frank Amador, for example, has spent most of his life in Venezuela; Dick Apodaca has spent a great deal of time, I believe first in Peru and now in one of the other Latin American countries; and many more. I deny that we should so spend our money and so educate that we will attempt to keep our youngsters within the provincial locality, within the state, or even within the states. I would ask you a question and leave the answer up to you. Do we have as an export product, relatively speaking, more timber or more children to export? I would let you answer that question. All we have to do, I think, is go to the records of the U.S. Office of Education, the National Education Association, and other sources, and we find that we've got a rather large record of productivity of children and we have a real responsibility to educate them so they are employable. I also would compliment those who have set up the State Department of Education and the State Board of Education's plan in regard to career education, and for the great job of organization that has been accomplished in that particular plan.

I am a bit curious about that nice diagram that was placed on the board. I don't believe that "emerging self" up at the top, indicated by a little circle, really represents the location of the emerging self, does it? It would seem to me that the emerging self is on the movement from the very bottom of that diagram going on up to the top and finally the "full self" emerges. It looks to me a little bit from the diagram that the emerging self is something you culminate with as these little arrows come together at the top. Yet, from a philosophic standpoint, nothing could be less true.

Some of the children have really accomplished a rather full self-determination when they are very young and others would go far beyond that point where the arrows tend to come together on that particular diagram before having matured to what we might call a "full self". Well, career education, I think, is a part of vocational education. I see in some of the literature that the opposite viewpoint might be taken. I don't believe it makes much difference which way we look at it.

Our legislature in New Mexico has been extremely favorable to vocational education, and a great deal of money is being poured into vocational education right now. Just to bring all this together, I want to point out some of these, not so much the dollar totals, as places where we are offering vocational education. I will give you only two figures on dollars. At the last legislature, the direct support for vocational education in the school study bill moved from $749,000 to $1,949,000 or a net increase of 1.2 million dollars that went to the Vocational Division at the State Department of Education. In addition, a $2,000,000 construction bill went through for vocational education, which would provide that vocational facilities could be built. Incidentally, those facilities can be built at public schools, or at branch colleges, or at vocational schools. And the Board of Educational Finance and the State Board of Education, if I remember, were the two controllers.

Here are the places we are offering vocational education now in New Mexico. In public schools, where there are customary vocational agriculture, home economics, business careers, auto mechanics, such as Joe Miller has taught and led in such a fine way here in Las Cruces, distributive education, and many others. In the public school program, I have only touched on a few. In the New Mexico Technical Vocational School at Albuquerque, we have an interesting thing, a tuition-free school. Espanola, a branch of El Rito is another vocational school. There are two, sixty miles apart or some distance like that. Other vocational programs are at Camp Luna out of Las Vegas, and at branches of universities in our state, such as Gallup with the University of New Mexico. Some of these do not have full-fledged vocational programs yet, but every one of them has vocational objectives, and they are

attempting to meet them as rapidly as possible. Others are: Gallup, under the University of New Mexico; Roswell and Clovis, under Eastern New Mexico University; Carlsbad, Alamogordo, Grants, Farmington, under New Mexico State University; and in partial response to the question asked by Colonel Ed Downing,[3] there will soon be a vocational school in Dona Ana County called the Dona Ana County Vocational School. This is on the basis of the application of three school boards to New Mexico State University to set up only a vocational branch, which is all it would be. This now must be approved by the Board of Educational Finance and the State Board of Education under two different laws. I might say that the laws of New Mexico were changed. I introduced bills in order to make it possible that a vocational school could be developed in Dona Ana County. These bills were passed. Here are some more: New Mexico Junior College; Eastern New Mexico University on its campus; New Mexico Highlands University on its campus; this institution on its campus. Last week -- and I didn't know this -- I learned that the University of New Mexico has on campus strictly what we might call vocational programs. For example, the Dean of UNM mentioned that they have a one-year drafting program, and then he mentioned some others. I will just use that one as an example. What I am trying to say is that we have in our State an extremely broad vocational educational program, geographically distributed. Therefore, if our career education programs in the public schools really get going, more so than they ever have before, we have ready sources for advanced non-public school training to send the youngsters to. So, I think in that respect we are fortunate.

I think, however, we are in danger, great danger, of proliferating vocational education in the state, not career education in terms of the public schools. When we proliferate vocational education, we are going to increase costs without a question, and many millions of dollars are being spent in vocational education out of the state money right now in this state, in addition to other increasing costs. When we proliferate, we can lower the quality of the effort in vocational education. In addition to all the funds I have talked about coming from state sources -- and all those that I have mentioned are state supported -- we also have

the vocational rehabilitation fund. We have other federal funds distributed for vocational education purposes in this state. I think in many respects we are very fortunate.

You have had much said about career education. Having spent a good bit of time in the public schools as a principal of two different levels, I feel that much can be done. I am not too worried about the teacher who is there because her husband is living in that community and she has a certificate and she wants to teach while she is there. I have seen some of these people catch fire when a new concept came along and a new opportunity, and really become the leading individuals in a new movement such as the career program.

It seems to me that we have a tremendous responsibility if we are going to go into career education beginning with the kindergarten and coming on through. We have a tremendous responsibility when we get the youngsters up to say grades 7, 8, or 9 to see to it that they have an opportunity to try out what they are learning, to actually have after-school jobs of merit or part-time jobs of merit. I so well remember a young man that was utterly failing in high school when I was a principal at Raton. I guess we have never had one as failing as that. You know, I went down one time and talked to the grocer who he worked for after school and on Saturdays. That grocer said, "You know, he is the best employee I have ever had." What's the difference? Why at school was he so sorry when he had decent intelligence and yet down on the job he was nearly perfect according to the groceryman? We need to develop broad opportunities to try out experiences. Now this is difficult in Rio Arriba County, I recognize that, and in Mora County and some other places. But even in these places, there are grocery stores, there are drug stores, there are filling stations, there are forest service camps and many other things. I believe if we search, we can do much in terms of assisting youngsters to get either after-school or strictly part-time work experiences working while they go to school. Well, we may need to change some laws in this respect. I, and other legislators, stand ready to try to bring about the changing of laws that will implement this particular program. We may need to search for cooperation

from unions, by the way, in this respect. Again, some of the legislators, and I think I am one of them, can work with the unions successfully and probably help in terms of breaking down any barriers if they should arise. It seems to me that what we are talking about in career education is a union for a partnership of industry or business in the public school and the teacher education or teacher training institution.

I think that your program in career education, if it can be really stimulated throughout most schools in the State -- and do not be disappointed if it is not picked up everywhere -- I think it will lead to an eventual reduction in unemployment in our State, because the more we educate the young to go out and work, the less they will tend to join the unemployed group later on. I think we will change the mind set of the young, in fact many people, and we will tend to keep them more nearly up to the minute on advancing technology and emerging occupations and emerging work fields. I think this program in career education should, from a legislator's standpoint, tend to promise lowering the dropout rate in schools, particularly if principals and guidance counselors and teachers are willing to forget some of the line staff rules that they have, and are willing, in terms of the needs of a particular boy or a particular girl, to cut the rule in two and move in terms of the best interests of that particular child. I was talking to a guidance counselor during the interim period this afternoon and the statement was made to me that this particular guidance counselor does just that, and power to him! Too often we've had the youngster in the lock-step program, and we were not willing to change our rule or modify our rule or actually void the rule in the particular case. I think this has been a great mistake. I hope as we get this program going as broadly as it is conceived, that the teachers and guidance counselors can be looking for the really emerging occupations.

What am I talking about? Well, now we've got this whole matter of pollution, ecology control, environmental control, and just think of the thousands of occupations that are going to be necessarily filled in the future as we move into this tremendously broad field.

Another big field, and it's a little hard out here in the desert to see perhaps, but the whole field is the provision of food from the seas, the ocean, and the world. Many of our people will be employed in those areas later. If you wonder about that, you might look in the last National Geographic and see the program the Japanese have in respect to producing food from the sea at the present time, and of course, have had traditionally.

Well, I think vocational education courses following a rather broad career education program in a public school will become more tryout and less solid preparation for employment. As I mentioned earlier, career education is bound to advance dignity in all occupations. Somebody said to me, "This is going to be a very expensive program." In the public school itself, I'm not sure that it will be. I think this career education is a matter of mind assessing, a matter of attitude on the part of teachers and administrators. I think there will be expenses but not greatly more expensive though, once the internal changes are made in the school through the reorganization of the curriculum and retraining of the teachers.

Now, this retraining of the teachers can be accomplished very well indeed. One time many years ago, I had the responsibility of going in as a head of a survey group to survey the San Miguel County Schools. Others in this group were Mike Hunt, who later was the head of the Vocational Education Division in the State Department; Travis Stovall, presently Superintendent of Schools in Alamogordo; and a man who is now deceased, Adolpho (Tiny) Chavez, an Assistant Superintendent out of Albuquerque. Anyway, we went in there, and as we went around that county looking into every school and every classroom, we found that there were some great things happening. It didn't matter how big the particular school was -- it could be a one-teacher school or it could be a school with twenty teachers -- we found some great things in curriculum in the elementary schools. Mr. Hunt and I went back to the county office and we sat down with the Superintendent. We wanted to find out how these things were happening. It turned out that their rural school supervisor, a title a lady had at that time, Victoria Sanchez, had talked

the Superintendent into a program whereby every Friday afternoon she conducted an in-service program in a different area of the county. Half of the teachers went to a program this Friday afternoon; the next Friday the other half; and they were putting in unit training. You could just see the results of it tremendously, just tremendous, everything. The same kind of thing that Victoria Sanchez was doing in the rural schools in San Miguel County then can be done with the retraining of teachers in career education.

One item worries me. I read in some of the material so kindly sent to me by Mr. Wade Frederickson of the Vocational Division, what the Acting Director of the Adult Vocational Technical Department, U.S. Office, said. I want to read that to you and then discuss it very briefly. He said, "To illustrate the scope of the career education effort, let me tell you about next year. Next year, 97% of our operating budget and effort will be directed toward career education." And then this next sentence is the one that worries me. "States not including this in their program planning may find federal funds lacking for support of research and programs in general." Time and time again, we'd get a program going very well and all of a sudden, usually in the summer, the program would be stopped; there would be no further money next year. Quite often this occurred because the head man changed in a Washington agency and the interest in the Washington agency had now changed. And so I say, as we approach this career education, it seems to me that we must approach it from the standpoint that New Mexico eventually picks up the cost. We cannot depend upon Washington. We must decide if it is a proper program for New Mexico. I don't want to leave any doubt in this respect. I think it is very worthy that we could go forward with it regardless of whether we get Mr. Russo's approval or get any of the federal distribution of money, because that certainly is one of the most disappointing things that can happen when you depend upon federal support.

Now, I've got one or two additional things to say where you can help me and help the legislator. As a legislator concerned about education -- and I'm vitally concerned about it and always will be -- I find that I hear too little and

quite often too late from the constituency. Here at this conference, you've had people like Superintentent Earl Nunn, Bill Miller, Bill Porter, and some others who have kept us informed as legislators. But our legislators in general have no acquaintanceship, or very little acquaintanceship, with the career education plan and objective of the State Department of Education and a body such as this meeting over New Mexico. I called the Legislative School Study Committee representative and I said, "How much did you know about the career education movement before you went with the LSST money bill to the last legislature?" And the answer was, "Very little." Now, we must remember that the Legislative School Study Committee was made of legislators; it is an arm of legislature; it is the committee that makes the recommendations to the legislature as to how much money is needed for public education in this State. Therefore, it seems to me that if we are sincere about going forward with the career education plan and objective, we should thoroughly acquaint our legislators with the objectives, the whys, the possible outcomes, and benefits, and certainly we should work closely with the Legislative School Study Committee.

There is one other mistake I see being made, and you can help with this. Ordinarily, the legislator and the legislature look favorably on education. They like to support education well. Any casual look at the statistics coming out from the National Education Association since 1950 to date will show that in per cent of capita income devoted to education and many other factors, excepting teachers' salaries, New Mexico's been doing very well compared with most other states. But in the last two legislative sessions, I think a bad mistake has been made, and I want to tell you about it. I think the mistake was made in both cases, both years, because ample money was in sight to finance state government. I don't think the mistake could have been made if we were short of money. There being ample money, the heat was off, the legislature could be just a little more expansive, a little less concerned with how each dollar was to be spent. Let the money get tight, though, and the legislature is going to want to know what each dollar is for. I'm speaking about the 1.2 million dollars given to

vocational education for next year over that given this year. No defense was made of the need for that money. Some of us asked what the need was; we got an inclusive reply; we didn't get a sufficiently adequate reply. When it came to special education -- and I'm all for special education -- a great deal of advance money was poured in. We asked, for example, the simple question: "How many more special education, retarded, crippled, and other youngsters will this program cover with the increase in money we're putting up, or you're asking for?" We did not get a reply. So, I guess what I'm trying to say is, I hope the case for career education will be most carefully documented before we go to the '73 legislature next January, both in the State Department of Education budget which runs into the millions, and in the LSSC recommendation. I hope the career education program and its needs will be carefully delineated, explained, and defended to the legislature. Some of the legislators are determined this next time to get the kind of information that I'm speaking about.

I offer you my full cooperation with respect to this program, or any other worthy program, and I want to congratulate the State Department of Education for moving forward in this. I want to congratulate Bill Cross and the people here at the College of Education at New Mexico State, for what they are doing in the field, and to the guidance counselors for your constant interest and improvement of things, and I thank you very much.

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[1]Dr. William C. Cross, Professor, Department of Educational Psychology and Director, Career Education Conference.

[2]Dr. Richard R. DeBlassie, Professor and Head, Department of Educational Psychology, New Mexico State University.

[3]Colonel Ed Downing, Counselor, Gadsden High School, Anthony, New Mexico.

CONFERENCE SUMMARY

Dr. Richard R. DeBlassie
Head
Department of Educational Psychology
New Mexico State University

Dr. McDonough, Acting Executive Director, APGA, gave our conference a fine send-off in reviewing APGA's view of career education with respect to: Where are we? Why are we and how are we involved? Where are we going?

Some of his major points:

1. The joint sponsorship of this conference by the New Mexico State Department of Education, Guidance Division, and the Department of Educational Psychology should serve as a model to be emulated of how state departments and universities can beneficially work together in educational tasks.

2. Counselors are not "Johnny Come Latelys" on the scene of career education. Career education is deeply rooted in the development of parallel rises in vocational education and vocational guidance in the early 1900's.

3. APGA, over the years, has played a major role in many conferences on career education concepts. It has also been instrumental in the development of many publications dealing with career education and guidance.

4. There is a need for the emphasis that career education is currently getting -- this need is based on evidence to support the idea that education is not meeting for youth one of the major purposes of education -- preparation for a career and appropriate livelihood. He cited statistics to substantiate this indictment.

5. All of us need to re-orient and re-direct our thinking so that career education: (a) becomes a life-long process; (b) provides education and training for all; (c) prepares individuals to obtain useful work; (d) encourages

appropriate career decisions based on "free-choice"; and (e) is relevant.

6. He ended his presentation with a note to counselors, administrators, and counselor educators with respect to implications for the involvement of each in advancing the cause for career education.

Doyle Eakens and Ken Bull from the New Mexico State Department of Education next presented some current programs and projections with respect to some innovative career education models in key school systems within the State. A film entitled, "Career Education," which presented further rationale for career education was shown by these gentlemen. One of Mr. Bull's finest remarks alluded to the importance of the role of the counselor as a consultant to the classroom teacher in career education, since he is probably the most knowledgeable person in the school in terms of the world of work.

Mr. Don Cook from RCA discussed some new approaches to career education when he presented the Career Development Center (Skyline Center) in Dallas. Some of the major points in his presentation:

1. The development of a successful career education program necessitates a commitment from the community and the school.

2. The success and selling of such a program (or any program today) is contingent on the extent to which those designing, planning, and implementing the program can attest to its efficacy. More specifically (and this I inferred from Mr. Cook's presentation), the age of accountability is with us and we must be prepared to attest to the effectiveness of the program with hard data. He emphased the importance of establishing behavioral objectives in planning the program.

3. The notion that career education is not a panacea or a "cure-all" was given some emphasis by Mr. Cook.

4. Mr. Cook indicted counselors with the notion that some counselors in fact welcome paper-shuffling because of the threat or fear of wanting, to "stand up and be counted."

5. Emphasis was also given to the notion that career education is for all, not only for drop-outs or the non-college-bound.

The next three speakers, Myron Carson, Delfino Valdez, and Manuel Chavez, discussed agency assistance for career placement. Major points were:

1. The role of the U.S. Employment Service in support of career education nationally, state-wide, and locally.

2. Mr. Valdez:

a. We, as counselors, have not been as strong and united as should have, with respect to defining our roles.

b. Administrators should re-examine the role of the counselor.

c. Counselors should be recognized as the core of career education in the United States.

d. The merits of the paraprofessional.

Dr. Don Dinkmeyer, in discussing a developmental approach to career development, made the following major points:

1. Career development should be examined and understood within the total context of human development.

2. Career development may become a fad and may fade shortly -- this is an inherent danger based on current societal demands.

3. The work task emerges in response to the expectation of others (i.e., adults).

4. The factors which make a person an effective or ineffective worker relate more often to his positive self-image in relationship to the world of work and his attitude toward others.

5. The guidance program which focuses on developing awareness of the needs of others and promotes social maturing is at the same time promoting vocational development.

Dr. Gysbers described career education as a function of life career development. His major points included:

1. Career development is self-development over the life-span through education, work, and leisure and the facilitation of such development becomes career education.

2. In a sense career education is total education.

3. The present economy and the stress on relevance lend rationale to the current concern with career education.

4. Traditional and career education were compared with the emphasis on minimizing the "good boy" or "bad boy" role of either.

5. Criteria were mentioned with respect to examining career education. Among these were:

rationale
comprehensiveness
sequence
involvement
are values carried through
person-centered
do they involve all educators

Dr. Donald Ferguson's talk focused on the relationship between the world of work and the world of learning. He emphasized the importance of learning. He emphasized the importance of preparing young people to enjoy and use leisure time constructively. The process of education for the future,

according to Dr. Ferguson, involves a parallel career in learning along with employment as a way to developing in a mature fashion.

Mr. William B. O'Donnell spoke on the manner in which career education in New Mexico has been enhanced via legislative action. The area of vocational education, and its relationship to career education, was given considerable discussion by Mr. O'Donnell. He indicated that career education, if given support throughout the state, could lead to an eventual reduction in unemployment. His talk ended in a plea for educators to acquaint their legislators with plans and objectives for Career Education.